DO IT NOW!

“The best time to plant a tree is twenty years ago and the second best time is now.”
Nos gusta nuestro cielo,
pero queremos que cada día brille más.

Seguimos sintiendo
el mismo respeto por nuestras montañas,
son las que nos han llevado alto.

Seguiremos trabajando
el verde de nuestra tierra,
es el que nos da la vida.

Porque creemos en
la gente de este país,
seguiremos sintiendo el orgullo
de ser Colombianos.

Alimenta tu vida
In-Sights is the official all-school magazine published two times a year (December and June). Its purpose is to keep the CNG community informed about the overall life of the School and its members. We encourage you to write articles or letters. Please contact or submit them to the editor.

© CNG Colegio Nueva Granada Communications Department

In-Sights 13 December 2008

CONTENTS

MIDDLE SCHOOL 35

22 FAMILY LEARNING NIGHT Miguel Cortés
23 FROGGY Samuel Arbeláez
24 PLANTING VALUES Guzmán Rivers family
26 MASKS FROM THE PAST Maria Victoria Durán
27 EFFECTIVE PRACTICES IN TEACHING SPELLING Alexa Obregón
28 GIMNASIA ARTISTICA EN EL CNG Alexa Obregón
30 PÁRAMO PARA MÍ Raquel Coronell
32 NUMBER CORNER Rebeca Donoso
33 BARRY LARKIN BASEBALL CLINIC Frecce Badillo
34 CONDOR ACTIVITIES

35 SERVICE LEADERSHIP Dr. Keith Bookwalter
36 INTEGRATION TRIP Ariana Velásquez
37 NJHS Cristina Serrano
38 CLASS OF 2014 PARENT NETWORK Claudia Mayorga
39 LEADERSHIP NOW CAMPO DE VERANO, AHORA Claudia Mayorga
42 MATH OLYMPICS Nelly Bateman
43 THE OLD CHILDHOOD Mónica Llorente

45 HIGH SCHOOL

45 ESPN COLEGIOS EN ACCION Freddie Badillo
46 CNG SUPPORTING SMILES Santiago Ossa
47 CARTA A FERNANDO ARAUJO Catalina Herrera
48 SENIORS UNIVERSITARIOS María Lucía Puerta
49 WHAT IS THE MEANING OF SHELTER? José María Barrero
50 CONGRESO DE LITERATURA

SOCIAL SERVICE 52

52 THE JOY OF GIVING Claudia Gama
54 ALIANZA EDUCATIVA
56 CNG’S HEART: CERTIFIED

ALUMNI 58

58 S.O.S. PROF GUILLERMO HERNÁNDEZ
59 CARTA DE PROF
59 ALUMNI REUNIONS
60 CLASS OF 1988 ALUMNI REUNION

ADVISORY COMMITTEE
Dr. Barry McCombs (Director)
María Isabel Wiesner (General Manager)
Dr. Michael W. Adams (Deputy Director)

EDITOR María Isabel Gómez migomez@cng.edu

EDITORIAL SUPPORT Rebeca Donoso

DESIGN & LAYOUT Angela Baquero

PHOTOGRAPHY Zamira Páez
Angela Baquero
María Isabel Gómez
Fernando Rocha & Leonor Pinzón
Parent, student, and staff contributions

PRINTED BY Cima Impresores
Cra 2 Este Nº 70 - 20 Bogotá Colombia
Tel 212 35 11 - www.cng.edu
ADMINISTRATION

2008
2009

MISSION
Prepare tomorrow’s leaders by educating the mind, nurturing the spirit, and strengthening the body.

VISION
We envision our students as self-confident, fully bilingual and bicultural adults, with the academic preparation and well-rounded development to enable them to competently provide leadership and service in their country, in the international community, and in their home.

BOARD OF DIRECTORS 2008 - 2009
Bernardo Cárdenas
Francisco Díaz
Ana María Ibañez
Rafael Pardo
Juan Saldarriaga
Guillermo Villaveces
Alberto Zuleta
Barry McCombs
Director
María Isabel Wiesner
General Manager

SCHOOL PROFILE 2008-2009
STUDENT BODY: 1771
65% Colombian
11% U.S.
15% Dual (U.S.-Colombian)
9% from other countries
EMPLOYEES: 357
253 Faculty
50 Administrative Support
54 General Services

DO IT NOW

By: BARRY L. McCOMBS, PhD. - CNG Director

Recently, I heard a speaker say that the best time to plant a tree is twenty years ago and the second best time is now. Many people live their lives full of good intentions but unable to act upon them. One of the important habits that a leader needs to develop is being proactive. Considering that our mission is to develop leaders, I chose “Do It Now” as the theme for this school year.

Many years ago now, I made a commitment to myself that if I believed something was worth doing I would act on that belief. It has made a big difference in my life. As a result of that personal commitment, I obtained a PhD. Without having made the decision to act on my intentions, I would not have come to Colombia and I would not be the Director of CNG. There are lots of excuses for inaction. We may put off doing things until later because we suppose it will be easier then, not realizing that many opportunities never present themselves a second time. Life hurries by. When our children enter kindergarten, it seems as if their graduation is far away in the future. But the truth is they quickly become adolescents and before we know it, they are leaving for the university. The time we have to be a strong influence in their lives is limited and precious.

The CNG community saw a need and an opportunity about ten years ago when it was decided to begin planning for a project that would become Hogar Nueva Granada. That was a time similar to today. People were fearful about the economy and uncertain as to what the future might bring. If our community had decided to act on our collective fears, the Hogar never would have come about and we would have lost all of the wonderful service learning opportunities this project has provided during the intervening years.

Leaders have to have a certain degree of faith in order to step forward and take action when others may be paralyzed by doubt. In a world where problems abound, we need people who have the courage and the confidence to act upon needs instead of fears. It is this quality that we are trying to develop in our students at Colegio Nueva Granada.
WHY NOW?

By: BERNARDO CÁRDENAS, President of CNG’s Board of Directors

The education of our children admits no delays. No leaving for tomorrow what can be done today. Each day that goes by is either gained or lost. With this in mind, we have to make the most of every opportunity, whether it be hiring or training teachers, introducing new educational techniques, managing new ways to measure our students’ growth and performance, deciphering their needs, or building new spaces for their recreation and learning. And all this needs to be done now.

Improving our infrastructure and providing a better learning environment for our students cannot wait. With this in mind, the decision was made to tackle those improvements which we considered would make a significant change in our school and would serve to further the education and well-being of our children. Reinforcing the structure of our buildings is a must. There is no discussion about that. Increasing our recreational space is one of our most pressing needs. With limited space, the school needs to be efficient in how such space is handled and distributed. State of the art laboratories will, hopefully, make for more dynamic and interesting classes. Children who are just now starting their education at CNG will have more open air activities and will benefit from a school that can provide them with quality recreation areas, as well as with comfortable classrooms and laboratories to make learning a more enjoyable experience.

To achieve the high level of education we want for our children, it is of utmost importance that we provide them with the learning environment and infrastructure that motivates them to give their best and that keeps the school tuned to what is happening elsewhere. The school of the future involves many more changes and investments than those that have been done so far. Careful work and planning is currently being performed towards this objective. Hopefully, in a not too distant future, it will be possible to develop all the works that will give a new face to our school and which will give the community additional reasons to be proud of CNG.

The improvements that have been made are an important contribution towards the fulfillment of our mission. Time continues to be critical. We will continue to seek opportunities to improve our installations and make CNG the school we all want. The Board is committed towards all of these objectives and will continue to find avenues to make our children’s education the best it can be.
By: Dr. MICHAEL W. ADAMS, Deputy Director

By now you have probably heard that we have hired several new coaches for this school year!! What you may not know is that rather than carrying around bats and balls, these new coaches carry around computers, paper, pencils and the like, and work directly with teachers and administrators.

Why??? The idea is to support teachers and staff in the areas of literacy, math, assessment, and mentoring in order to help impact student learning at a higher level.

Who are these coaches? In the area of Literacy, we are happy to welcome Alexa Obregón (past Elementary CNG teacher) as the Primary Literacy Coach and Erin Ruegg (past Elementary CNG teacher) as the Elementary Literacy Coach; in the area of Math, we welcome Julie Peck (new to CNG) as the in-house Math coach and trainer; in Assessment we welcome Mark Majithia Danby (past High School CNG English teacher) as the Assessment Coordinator/Coach; and finally in the area of Teacher Mentoring we welcome Don Peck (new to CNG) as the Teacher Mentor Coordinator/Coach.

For more information on the very important job that these coaches are doing this year with our staff, please read the adjacent articles written by each person.

Alexa Obregón - My Love for Literacy

Reading and writing have molded the person I am today. My own personal growth and development have often been sparked by a particular book or journal entry.

My love affair with literacy began as a small child. The weekly trip to the book store was cause for celebration and a library visit was often more enticing than a visit to the mall. I meticulously organized my at home library with a number system to ensure that all books were accounted for. I carefully structured a checkout system for friends and family members and often sent late notices to the neighborhood kids for overdue materials. I was about 6 years old.

Early in my professional career, I worked as a library assistant at a brand new elementary school. The librarian and I processed over 8,000 books and my previous familiarity in “library science” came in handy. The real gift I took from this experience was reading and familiarizing myself with a variety of genres, authors, topics, and styles of children’s literature. As I moved into the classroom, I exposed my students to the books I had grown to love. I encouraged students to talk about what they were reading and to create their own meaning and value from each book.

I have built upon this knowledge throughout my career and, through trial and error, continue to improve upon my own teaching. Today, my passion for literacy has only grown, and my goal is to share this love with others, educators and students alike. As the literacy coach for primary school, I have the fortunate opportunity to support teachers in this endeavor. I provide professional development, observations, modeling of lessons, and one to one conferencing centered around literacy. I believe that all students have the ability to grow as readers and writers, and that as educators we should provide numerous opportunities for children to develop their own love and understanding of literature. In addition, I believe that as educators it is our responsibility to develop our own understanding of literacy and to reflect upon our practice and improve upon our methods.

As the year progresses, I am looking forward to seeing the evolution our school will be undergoing in regards to literacy, an evolution that will be evident not only by looking within the classrooms but also by looking within ourselves.
Being the new Assessment Coordinator at Colegio Nueva Granada calls for the exciting yet uncommon mixture of hypotheses, statistics, and common sense. My task is to collect and assist in the interpretation of data we gather from the teaching and testing we do from K4 to 12th grade AP. With the relatively recent major educational emphasis in schools on formative assessment and the idea of continuous reporting, comes the potential for improvement in our feedback to students, and communication with their parents, about students’ progress. The emphasis on formative reporting and its fluidity is intended to foster the assignment of students’ grades based on their most recent and consistent performance.

During the 2007-2008 year, teachers and administrators at CNG worked on our new curriculum alignment and by June of 2008 our curricula were uploaded to Sharepoint. During the 2008-2009 year, teachers are learning a new web-based, standards-based grading program, WebGrader, which we plan to implement for students and parents for the 2009-2010 academic year. As well, we are now into our second year of MAP testing in association with the Northwest Education Association. On average, CNG students score above the newly published NWEA 2008 norms in Reading, Language Usage, and Mathematics. These are fascinating data with which to work, and the results are helping teachers move forward in differentiated teaching and learning.
Erin Ruegg

“I’m going to need some drops of fairydust. Serious, magical fairydust,” I said to myself as I walked around the classroom trying to help 22 children write sentences in English. I like. I can. I play. The words were hitting the paper, but it was so slow. No one was speaking to me in English and the best student in the class had written three sentences in three days. Every 15 minutes, we changed tasks to maintain engagement. After writing, we sang songs, mimed stories, chanted poems, named objects in the classroom and played games.

Wow. I had been teaching for three months.

How would these children ever learn to speak, read, write and communicate in English? What incentive did they have besides this crazy blond lady dancing around in the front of the room? I couldn’t possibly spend anymore energy creating activities, inventing interactive theatrics, speaking more slowly, labeling the classroom, or illustrating word cards. Fairydust. Pure, magical fairy dust streaming down from the sky and pouring right into their brains. That was about the only thing I could think of that would ensure that these children learned.

And then it happened. Little by little, all 22 children, each in their own way, began their journey as readers, and writers while communicating to me in their second language.

It was magical. Literacy was opening a whole new world to them. Their smiles, their enthusiasm, their excitement for something that was completely foreign only months ago was all the evidence I needed. Now students wanted to read their stories to the class, they wanted to take books home to their parents, they wanted to know the words for everything around us and continue on this magical journey as long as they possibly could.

Today, 10 years later, I am the Literacy Coach for the Elementary school at CNG. Just as I did when I began teaching in New Mexico, I feel a tingle in my toes and am overcome with excitement when I observe students create their path through the world of reading, writing and oral language. Literacy is a doorway to a new world that continually surprises us, exposes us, and teaches us to live more fully. Every child has a new approach that applies unique questions, methods and learning behaviors. It is a journey that changes, molds and shapes our lives.

At CNG, I support teachers as they teach, facilitate, and support students to grow as literate people. I make sure teachers are aware of the most current research about learning to read and write as well as model, co-teach and provide feedback as they implement these new methods. My goal is to create an interactive adult learning community that is enthusiastic, passionate, inquisitive and confident in their practice. I support teachers as they create opportunities for our students to become lifelong learners, engaged in authentic reading and writing. As students create their own reason and purpose for this practice, they continue and enrich their lifelong search for understanding, knowledge and synthesis. In this way, I see the magic over and over again.
he Parent Council, CNG Administra tion and staff have worked hard over the past year and a half to make Restorative Practices a reality at our school. During the first week of November the CNG community was fortunate to receive training in RESTORATIVE PRACTICES and the USE OF CIRCLES from the International Institute for Restorative Practices (IIRP), a world leader in practicing, teaching and helping institutions develop and put into practice their own restorative processes. During the training, groups of administrators, teachers, counselors, and parents worked together with IIRP trainers Mr. Bob Costello and Mr. Lee Rush to learn how to apply these best practices to our greater community.

Explanation of Restorative Practices

“The fundamental unifying hypothesis of restorative practices is disarmingly simple: that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. This hypothesis means that the punitive and authoritarian to mode and the permissive and paternalistic for mode are not as effective as the restorative, participatory, engaging with mode.

If this restorative hypothesis is valid, then it has significant implications for many disciplines.” (www.iirp.org)

Restorative practices coincide with CNG’s philosophy of responsibility, positive discipline and behavior management. The IIRP has helped our school articulate a framework within which existing practices can build and develop a positive outlook towards restoration.

CNG believes that:

◊ the purpose of discipline is to create learning in the student that leads to self-discipline;
◊ there are consequences to our actions and children should experience those consequences in order for learning to occur;
◊ disciplinary procedures should maintain the dignity and self-worth of the individual being disciplined;
◊ disciplinary consequences have to be adjusted to the age level, understanding and developmental level of the student; and
◊ as much as possible, opportunities for restitution should be provided that allow students to make things right and recover their standing with the school community.

During the training, we were happy to be introduced to a set of objective, non-judgmental questions that have already been incorporated into the restorative practices at CNG. The questions that follow, as you will see, are ones that will not only support our work at school with students, but can also support your work at home with your children.

Questions to respond to challenging behavior:

• What happened?
• What were you thinking of at the time?
• What have you thought about since?
• Who has been affected by what you have done? In what way?
• What do you think you need to do to make things right?

Questions to help those harmed by others actions:

• What did you think when you realized what had happened?
• What impact has this incident had on you and others?
• What had been the hardest thing for you?
• What do you think that needs to happen to make things right?

For any comments or questions, please contact us at: rpc@cng.edu
70 years Anniversary Celebration

Art Exhibit

By: MYRIAM MORENO, Exhibit Organizer

The Art Exhibit was held in the IMC (building letter) during the week of June 6th through 13th, 2008. The objective was to show the works of different artists from our community and to be consistent with the “nurturing the spirit” part of the school’s mission. There was an Art Exhibit during the 60th anniversary and the school decided to do it again. We were honored to have 25 artists: alumni, parents and teachers. Some of them participated as students in 1998 and now as professional artists. In addition, the figure of the elephant in the children’s playground was used to create a small replica that was decorated by artists, CNG students, teachers and employees. The elephants were sold during a silent auction at the opening of the exhibit and during the rest of the week. The proceeds were donated to Hogar Nueva Granada to help them start the Classroom Without Walls program for the children in grades K-4, K-5 and 1st grade.

Special thanks to Beatríz Esguerra, alumna class of 1981, for her help and guidance.

Who are our Positive Deviants?

By: Dr. MICHAEL W. ADAMS, Deputy Director

“In every community there are certain individuals (the “Positive Deviants”) whose special practices / strategies / behaviors enable them to find better solutions to prevalent community problems than their neighbors who have access to the same resources” (Positive Deviance Initiative, Tufts University: http://www.positivedeviance.org).

At CNG we are using this premise of Positive Deviance to identify what our top teachers are doing in and outside of their classrooms to help impact student learning. By indentifying these teachers and their positive practices, we are able
to have them share their secrets with other teachers and in turn impact more students. With the implementation of the new Math program four years ago, the implementation of Balanced Literacy in Primary and Elementary School over the past two years, and the implementation of MAP testing last year, it has been vitally important to use not only outside consultants to perfect our practices, but also CNG staff members who continuously impact student learning via a best practices and strategies in their classrooms.

Dennis Sparks, a renowned US based educator, states that “schools that systematically identify, deeply appreciate, and spread the outstanding practices that already exist within them will also be more effective in using external sources of knowledge” (Sparks, 2002, Results, National Staff Development Council). Along these lines, it is our desire at CNG to combine the excellence of our outside consultants with the excellence of our top staff members in order to impact student learning and further perfect the education we provide our students from day to day.
THE DAY FINALLY CAME

By: 70 YEARS COMITTEE: Maria Isabel Wiesner, Katherine Ancizar, Claudia Castro, Sonia Palomino, Myriam Moreno, Sandra Buitrago, Lucy Ospina, Cristina Fernandez-PTA, Maria Cristina Ospina, Susie Facchina, Maria Inés Umaña, Maria del Rosario Uribe, and María Isabela Gómez.

The day finally came: CNG’s great celebration of its 70th anniversary held on June 6th, 2008. Early in the morning, parents, alumni, former staff and all other community members began to arrive on campus. The day was sunny, and the stairs filled with people heading up to the High School Gym, where the “Dedication Ceremony” was going to take place. The first speaker was Dr. Barry McCombs, who has been CNG’s director for the past 11 years. Then, one after the other, took the podium: the President of the Board of Directors, Mr. Francisco Díaz, CNG alumnus Class of 1981; Dr. Samuel Moreno Rojas, Bogotá’s Mayor and CNG Parent; Mrs. Perla Douer, President of the Hogar Nueva Granada, and CNG Alumna 1983; Mr. Miguel Gómez Martínez, Director of the Colombian American Chamber of Commerce; Mr. Juan Carlos Botero, CNG Alumnus Class of 1978; Enrique Serna, CNG’s Personero, and Santiago Orduz, in representation of CNG’s Class of 2008 who donated, in the name of his graduating class, a blue metal sculpture in the form of a tree which has been installed in the Administration Building plaza.

After a brief break, all the audience was able to enjoy a presentation by Peter Vidmar, who is the highest scoring American gymnast in Olympic history and who led his teammates to America’s first team gold medal. In his conference, he demonstrated the three components of a perfect score in gymnastics – Risk, Originality and Virtuosity (ROV) - and discussed how they apply to success in business and in life.

Lunch followed at the covered courts in front of the high school gym. Delicious soups, salads, wraps, and juices, were served, compliments of the PTA, and then all the visitors toured the campus, watched sports competitions, attended a Variety Show in the theater, visited the Art Exhibit at the IMC, visited the classrooms, the playgrounds, the libraries and for a very special day – lived CNG at its very best.
In the evening, the Alumni Association organized a party at the restaurant Andrés Carne de Res in Chia, with more than 750 alumni attending. The event was also a huge success. As it helped bring together friends of many generations.

A whole page would not be enough to list all the people who made the 70th Anniversary events, not only possible, but as successful as they were. However, we must specially thank all the general services personnel, who, event after event, without faltering, set up and rearranged every detail; Santiago Zapata for his guidance and assistance in coordinating Peter Vidmar’s presentation; María José Izquierdo for the creativity and love with which she prepared all the food for each event; María Esguerra, Claudia Castro L. and Karina Chalita, for their interest and contribution with all the media and press releases; to all parents, students, alumni, and staff members who made this celebration unforgettable: THANK YOU!
July 29, 2008
Mobile, AL

Dr. Michael Adams
Deputy Director
Colegio Nueva Granada
Bogota, Col. S.A.

Dear Dr Adams,

I am enclosing a small note of thanks to the children, who decorated one of the elephants for a fund raising event, during the 70 year reunion celebration of C.N.G. My daughter Jennifer Bjork attended the reunion and I believe she had an opportunity to talk with you. She brought one of the elephants to me knowing that I would be so pleased and impressed to know that the playground elephant has become a symbol for the whole school.

I did design the elephant: drawing it on a large pad of paper with a heavy drawing pencil. The elephant was an echo – thanks to Henry Moore’s people sculptures – which were having an impact in Bogota during those years.

The whole Kinder – Nursery – First Grade playground came about using the blueprints of the Award winning playground design from the Brussel’s World Fair. My teacher partner for the Kindergarten program, Tineke VanLeeuwen, who had just returned from “home leave” to the Netherlands. Her brother was an engineer–architect and had obtained for us a blueprint of the playground.

We had already been discussing ideas for playgrounds that did not use items like swings or see-saws that would require such constant attention to children’s possible danger. The ideas were actuated and adapted using building materials that were available locally.

I would appreciate you seeing that Sofia and Gaby Serrano receive my note of thanks for their artwork no my elephant #163. I have no idea how old they are or what grade level, but now they should be proud of such a “good job”.

Very Sincerely Yours,

Mary Lou Berg (formerly Bjork)

6070 Highland Circle North
Mobile, Alabama 36608 - USA
Dear Mary Lou:

We (Sofía and Gaby) want first of all to thank you for that beautiful card that you sent us. And, of course, the elephant is a very important thing for the school. If it wasn’t for you and your elephant, many kids wouldn’t have as much fun as they do today. We are very happy that you liked the elephant, and your daughter too. Did you enjoy it? We hope so!!! We put much effort in doing the elephant. Did you like the details? They told us they had taken our elephant and now we are happy you have it!

Sincerely, Sofi and Gaby
“El Proyecto Vida es un programa interactivo entre padres e hijos que busca reforzar y fortalecer la autoestima a través de valores tradicionales como el respeto, la honestidad, la lealtad y la responsabilidad entre otros. Este programa busca también complementar la formación académica para proveer a nuestros hijos las herramientas e instrumentos necesarios para enfrentar y manejar su entorno social en situaciones cotidianas de alto riesgo. Nos da además la oportunidad, tanto a padres como a profesores, para trabajar juntos y así abonar el terreno y lograr que florezcan los valores y autoestima. Esta última indispensable, ya que una persona que se quiere a sí misma determina una actitud positiva ante la vida.

Invitamos a todos los padres a que se vinculen a este proyecto, no sólo en las actividades programadas en el colegio, sino en su vida diaria, y que se comprometan a unirse a nuestra comunidad para así, en un esfuerzo conjunto, lograr el desarrollo integral y educativo de nuestros hijos”.

JIMENA LUNA CAICEDO, Madre de Khalil (grado 1), Farid (grado 6) y Nassar Hadad Caicedo (grado 8)

“Por otro lado, nos enorgullece compartir con la comunidad que hemos iniciado la implementación de Proyecto Vida en el Hogar Nueva Granada. Ha sido un éxito total. Las mamas de los niños han resultado muy colaboradoras. Ya hemos hecho 4 lecciones, en los 7 salones desde Kinder hasta quinto grado. Los niños disfrutan muchísimo y sentimos que han aprendido cantidades”

CAROLINA MAZUERA, Madre de Verónica (grado 2) y Bernardo Acevedo (grado 5)

Para más información envíe un e-mail a: proyectovida@cng.edu
“Desde hace varios años he venido participando en el programa Proyecto Vida, y ha sido una experiencia gratificante. Entre las responsabilidades que tengo como madre de dos alumnos del colegio, es participar activamente en los programas que desarrollan, especialmente en aquellos que fomenten valores que en mi criterio son fundamentales en la formación de cualquier ser humano, y que desafortunadamente nuestra sociedad ha venido olvidando.

Me encanta participar en Proyecto Vida porque es un espacio propicio para conocer a los compañeros de mis hijos, interactuar con ellos y con sus padres, y reforzar a través de casos hipotéticos aplicables a situaciones de la vida diaria, valores y principios fundamentales que contribuyen a la formación ética de los niños, que esperamos sean los líderes del mañana.

A través de actividades lúdicas dramatizadas por los padres, los niños interiorizan más los conceptos, se identifican con sus propias situaciones y aprenden con vivencias de su diario vivir. Como madre quiero transmitir lo que para mí fue fundamental en mi proceso formativo, al generar impacto en los comportamientos que reflejan lo que soy.

En días pasados pregunté a mis hijos si les gustaba que yo participara en Proyecto Vida, y su respuesta unánime fue: “nos hace feliz verte en el colegio, que estés con nosotros, que nos acompañes, es chévere verte actuar. Uno aprende lo que no se debe hacer”. Sus respuestas sin duda hacen que día a día mi compromiso sea mayor”.

MARCELA SARMIENTO, Mamá de Laura (Grado 5) y Esteban Becerra Sarmiento (Grado 1)

“Proyecto vida es una gran iniciativa de padres para apoyar al colegio en reforzar los valores que son de suprema importancia en este mundo que cada vez es más difícil. Mi experiencia ha sido totalmente positiva. Mis hijos me reclaman cuando no los he podido acompañar en las lecciones, les encanta que yo participe, siempre recuerdan mucho todas las enseñanzas y lecciones en las que yo he actuado. Pienso que se les queda aun más gravado en su mente cuando ven que su propio padre o madre está interpretando las diferentes situaciones. Cada lección motiva a los niños a reflexionar sobre algún tema importante”.

WENDY RAISBECK, Madre de Gabriel (K4), Ana (grado 2), e Isabel Calderón Raisbeck (grado 3)

“Proyecto vida es muy bueno porque a uno le enseñan cosas, a uno le va más bien en el colegio porque le enseña a las personas que sean más queridas con uno y me parece chévere que mi mamá vaya porque la veo”. Ana Calderón, Grado 2

“Me parece muy bueno Proyecto Vida porque enseñan cosas que uno no trata mal a las personas, como el de la diferencia entre contar y acusar. Y me parece bueno que mi mamá venga porque la veo y porque es muy chévere”. Isabel Calderón, Grado 3

“Me gusta ver a mi mamá”
Gabriel Calderón, K4
One of our themes this year is to take advantage of opportunities and maximize them. This is especially true for parents. We need to enjoy the task of parenting. It is a wonderful and unique adventure which passes quickly. When you look back and very slowly, when things are somewhat difficult, one must always live the present. Each day will bring something new and it is up to you as parents to make it (or not) a wonderful opportunity and a unique life experience. Children are constantly evolving and each period of their lives has special moments that will never be repeated. Hopefully you will make time to be with your children on a daily basis. This time together will create bonds that will last a lifetime. Remember that, next time you have to decide whether you are going to spend time with them or away from them. Obviously there is a time for everything. Adults also need time off to do things without their children. This will eventually benefit your child because your will feel better and be a better parent, after doing something special for yourself. Parents as a couple also need some time alone. This is also positive for the children.

Life passes quickly, more so now than ever. The speed of technology has made things happen instantly. That is why we need to seize the moment, before it becomes part of the past. Count your blessings, enjoy your child with his or her strengths and weaknesses...! Do not wait, do not postpone, do it now!! Our children only belong to us for such a short period of time and then they leave and become their independent selves. This is the way it should be, but while they are with us, let’s give them the most precious gifts: our dedication and love.
Dear Teachers: Welcome to CNG

1. This year we will be having many different events. We have to be prepared because SACS is coming. For this, we need to prepare our students for the MAPS, DRAS and SATS and you... be prepared for ACCAS!

2. Some UNICA students will pass by your rooms to do some interesting observations related to BAMUN, CAMCUN and TESMUN. Please be ready for them.

3. Remind your students that on Friday we have an OODC for STUCO. They are really working hard with the PTA and with the AP students to provide Hogar children, not only with knowledge, but with materials they need at their rooms.

4. Our principal is asking us to have a get together in his house after school. There will be appetizers, but please BYOD.

5. IMC and EVL will be closed for two weeks. Inventory is taking place.

6. PS, ES, MS and HS assemblies are going to be held at the high school gym this year. Be on time.

7. LC kids who have to be pulled out for OT, RTS, SP, SSL, ESL, or SSP teachers, must be ready. Time with them is priceless.

8. CPR training is coming soon! Make sure you have a free weekend for it.

9. NJHS students are going to be working at MUN. It will be great if you can be with them in at least one session.

10. Wednesday is PD. We are going to train new teachers on SDS and give you significant information regarding TTI. Get your free copies at IMPLANT spaces.

11. Be aware of PE. Their classes are going to change places next week.

12. CWW schedules are done. Get them at the Administration Building.

... Don’t stress out. There’s a dictionary available at the Communications Department.
A tessellation ("fractal" in Spanish) is a collection of figures that fill a plane with no overlaps or gaps. In Latin, tessella was a small cubical piece of clay, stone, or glass used to make mosaics. Thus, tessellations are geometric figures that are characterized by the repetition of a predetermined pattern, with slight and constant variations. I borrowed the term tessellation from geometry because it serves as a perfect analogy to understand how the educational trends are interconnected at CNG.

To begin with, education is a scientific discipline. This implies by definition that the body of knowledge of education is provisional; it is subject to change based on current research findings. Today’s educational programs will, fortunately, be replaced by better ones in the future. In the end, education is the never ending quest of finding the best ways to impact student learning. Therefore, it cannot be stagnant. It is precisely in that sense that education is like a tessellation... the pattern is the search for best teaching practices and the variations are provided by research findings. In this light, let us look at the commonalities shared by apparently different and opposing programs adopted by CNG over the past years:

**PWIM and Balanced Literacy**

PWIM (Calhoun) and Balanced Literacy (Fountas & Pinnell) are solid reading and writing programs derived from the recommendations of the scholars in the field, best teaching practices, and brain research. A major commonality is that both programs meet the learner where he or she is in the learning continuum, and provide the students with the necessary skills and concepts to become independent readers and writers. The following chart illustrates the core principles of each program. Can you see the commonalities?

**PWIM (Implemented in 2005)**
- Extensive reading
- Sight word vocabulary
- Phonetical, structural, contextual clues
- Comprehension strategies
- Extensive writing
- Assessment guides instruction
- Concept formation
- Collaborative learning
- Optimal learning model

**Balanced Literacy (Implemented in 2008)**
- Interactive, shared and guided reading
- Word Walls
- Phonics, spelling, and word study
- Mini lessons using “thinking aloud”
- Interactive, shared and guided writing
- Flexible grouping based on student needs
- Word sorting
- Discussions, book clubs, peer editing etc.
- Modeling, guided and independent practice

As you might have noticed, PWIM and Balanced Literacy tackle the same concepts and strategies, but use different names or terms. Perhaps the major difference between these two programs is the reading texts used: in PWIM the text is derived from the picture (words, sentences, titles and paragraph) and in Balanced Literacy the text is made up of leveled books.
PWIM and Number Corner

Despite the fact that PWIM is a literacy program and Number Corner a component of the math program, they have several aspects in common because they are based on brain research. The brain is the organ where learning takes place. Consequently, understanding how the brain works has pedagogical implications.

<table>
<thead>
<tr>
<th>PWIM (Implemented in 2005)</th>
<th>Number Corner (Implemented in 2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divergent thinking</td>
<td>Different procedures</td>
</tr>
<tr>
<td>Concept formation &amp; attainment</td>
<td>Patterns</td>
</tr>
<tr>
<td>Inquiry of how language works</td>
<td>Inquiry of how numbers work</td>
</tr>
<tr>
<td>Read to others</td>
<td>Play number games with others</td>
</tr>
<tr>
<td>Predictions</td>
<td>Predictions (calendar)</td>
</tr>
<tr>
<td>Repeated readings (fluency)</td>
<td>Practice with fact (computation fluency)</td>
</tr>
</tbody>
</table>

In this comparison we can see that these two programs embrace the major findings of brain research related to learning: the brain is a pattern-seeking device, it is a social brain (we learn from and with others), and that the brain learns best when comparing and contrasting information, and when practice and repetition are enhanced.

Action Research and ISO

Action Research (Sagor) and ISO (International Organization for Standardization) have been implemented at CNG as tools for the School Improvement Plan. Both tools are simply ways to help organizations do things better as part of a quality policy.

<table>
<thead>
<tr>
<th>Action Research (Implemented in 2004)</th>
<th>ISO (Implemented in 2007)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>Plan</td>
</tr>
<tr>
<td>Do research</td>
<td>Do</td>
</tr>
<tr>
<td>Collect information</td>
<td>Verify</td>
</tr>
<tr>
<td>Evaluate &amp; reflect</td>
<td>Act</td>
</tr>
</tbody>
</table>

Ventures for Excellence and the National Board Certification are organizations that focus on helping teachers improve their teaching and therefore, student learning. The most important variable that impacts student learning is the quality of the teacher. Once again, the common components are evident:

<table>
<thead>
<tr>
<th>Ventures for Excellence (Implemented in 2004)</th>
<th>NBC (Implemented in 2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Teachers committed to student learning</td>
</tr>
<tr>
<td>Teaching/learning</td>
<td>Solid pedagogical knowledge</td>
</tr>
<tr>
<td>Relationships</td>
<td>Work collaboratively with students, colleagues and parents</td>
</tr>
</tbody>
</table>

These comparisons amongst diverse programs that are being implemented at CNG lead us to several conclusions. First of all, there is no doubt that these programs tessellate. Second, CNG has been, is, and will continue to be at the vanguard in educational practices by keeping up with current research findings. And last but not least, all programs share a common pattern: CNG is a school committed to student learning. After all, that is what we really care about and what we are here for at CNG.
PARENT INSIGHTS

DO IT NOW

By: ANDRES PARDO - Father of Isabela (10th grade) 
& María Pardo (4th grade)

Why do it?

Because time is scarce. If we should examine the relationship between our life expectancy and the time humans have been living on Earth, we would bump into a decimal number with many zeros head. If we realize that our lifespan is so relatively short, we would not waste any time and get things done right away. What kinds of things? Hopefully the ones that leave a trace behind, those that make life worth living, not only for ourselves, but for the society to which we belong to.

Why now?

Again, because time is scarce. Because doing the right things takes time and we cannot just be “doers” throughout our lives: we have to deliver things well done; we have to act with excellence, we have to learn to be proficient, we have to be proud of our job.

When we talk about “doing” we have to take a previous step: plan. Nothing really important will ever be done if it is not properly planned. Improvisation is always superficial and low in quality. Improvisation implies reprocessing, and time is too expensive and scarce for that.

After we plan, we do. No matter what goals have been set, we must try to achieve them with genuine hard work. Goals have to be accurate, precise, and adaptable. And attaining them has to be fun. If we cannot possibly achieve them or decide no to pursue them anymore, we should reconsider and look for new ones which are more suitable for our life plan in that moment.

We then need to evaluate the results of what we did. Otherwise, we will never know if we achieved our goals in the proper manner. This evaluation should result from feedback, that will provide the whole process with valuable data allowing us to start again, in a more efficient way.

Planning, doing, evaluating, and obtaining feedback. This is all it takes to do whatever you decide to do in life, no matter what comes into your mind.

Do it now. And enjoy!

HOW TO BECOME AN INDEPENDENT PROFESSIONAL

By: ALVARO TRIANA SOTO - Father of Lorenzo (6th grade), Juan Manuel (5th grade), and Antonio Triana Rueda – (2nd grade)

When you reach the age of wanting to be your own boss and derive the risks but also the benefits, you have to be prepared for survival and maintenance of your vision.

I don’t have a formula to recommend when to make this professional decision, but what I know from experience, is that your personality and leadership style will send you a sign in your conscious or unconscious, that you can not receive more suggestions, instructions or orders from a superior. In that moment, you are prepared to at least give independence a chance.

The first thing that you have to contemplate, is if you are in a financial condition to provide a cushion that will allow you to identify, select, and develop a good business idea that you know requires a lot of effort, but also that will give you the benefits in the long term that you are seeking.

If you don’t have this financial condition, but your thrive and passion for independence is great, then you will need to look for funding within you circle of relatives or friends that believe in your competencies and potential.

Once you mindset can concentrate fully in a business idea, then you have to brainstorm and prioritize which ones have the highest probability and uniqueness to make you successful in your journey.

It would be wise to conform a sounding board of good professionals that can advise you from their different perspectives how to round up your idea and implications, so that you can plan and execute in advance all the necessary elements that are related with your idea. For example, a good accountant and a lawyer, should be part of your advisory team.

Afterwards, you should elaborate a good and sound business plan, contemplating your client’s needs, products, and services to be delivered, in what markets, and with what differentiator or value proposition so that you can obtain their fidelity.

I would suggest to select a coach that can accompany in the business plan elaboration, so that you can receive prompt feedback as to where are the flaws so that you can correct them in advance.

Once you have tested your business plan, then you are ready to begin the journey of execution, hence, making your dreams come true and assuring the benefit, not only for yourself, but for your family.
Sube la mano, sube el volumen.
Baja la mano, baja el volumen.

Yo ♫ sentir mi música

Nuevo teléfono Sony Ericsson Walkman® W760

Control interactivo de volumen con sólo mover tu celular arriba y abajo.
• Parlantes estéreo integrados • Cámara de 3.2 megapíxeles • Internet
• GPS Integrado • 1 GB de memoria • Tecnología 3G.

www.sonyericsson.com
What a great idea!

Why haven’t we had more of these?

I guess I should start at the beginning and not the end. When invited to attend the so called “Family Learning Night” I asked myself “what are we as parents going to “learn” about K5?”

Well, there is no moment like NOW to recognize that CNG has come up with a GREAT IDEA for parents to know not only WHAT our kids are learning but also HOW they are learning. In the past, the communication from the school had been mainly focused on WHAT was being taught and rarely on the HOW.

What did we do on Family Learning Night? All parents were divided into three groups and then in short 30-minute intervals we were rotated through three different classrooms where two or more teachers not only gave us a brief summary on WHAT our kids were learning in three different subjects, but equally important on HOW they were learning. Timing was well managed, presentations were well prepared and orchestrated, and some time was left for questions. The 90 minutes flew by.

It is quite nice for us to know the HOW since we now have the capacity to complement, add, assist and/or explain to our child certain ideas and subjects. As the saying goes, there is No Time Like NOW to doing things. Our school has once again given us important tools so that we can help our children be better students.

The most amazing part about Learning Night was that I did not hear one parent complain or say that it was a waste of time. On the contrary, most of us wanted more! I hope CNG gives us another taste of Learning Night for the subjects that were not covered.

Now I can conclude: What a Great Idea!

PS. I went to the 3rd grade Learning Night: a different format due to the number of subjects covered but the same conclusion: Very informative and many happy parents.
FROGGY
The story of a frog

Writer’s Workshop is a technique that invites students to write and share their craft within a meaningful context. Samuel Arbálaez is an aspiring author from Mrs. Cathey’s Fifth Grade Class who wrote a delightful story about a frog who had many adventures. Samuel received a special invitation to present his story in Mr. Aubin’s Third Grade Class. This special privilege included sitting in the famous “Author’s Chair”. The third grade audience thoroughly enjoyed Samuel’s presentation and asked many thought provoking questions. Samuel left his audience with one last thought, “I hope I have inspired you, to write your own stories!”

“He looked at his reflection. He turned and suddenly the water started shining. He looked to see what it was, and he discovered a yellow pearl. “Look at this pearl, its huge”. Froggy wanted to know what kind of treasure he had found and took it home.”

Above, an excerpt of “Froggy”
For the complete story, please go to:
http://www.cng.edu/down/publications/froggy.pdf

About The Author
(written by Samuel Arbálaez)

Samuel Arbelaez is a 5th grade student from Mrs. Cathey’s class that likes to write stories. He likes penguins, playing squash and reading. His first novel was “Froggy” the story of a frog that has adventures with his friend Joe P. Frog. When his novel was complete, he was invited to sit in The Author’s Chair in Mr. Aubin’s 3rd grade classroom.

Sam read his novel to his class’ audience. He hopes to inspire the kids to write their own books. He recommends that they write about what they like in their books. The students applauded after the presentation.
Our names are Maria and José Miguel Guzmán Rivera; we attend K5 and K4 respectively. As part of our “Child of the Week” and “I Am Special” program our parents and we organized a fun, educational, and enriching activity that we would like to share with the CNG community.

As a family, we decided to take the opportunity to use these activities in a creative and constructive way that would not only be fun but would also support our educational process, generate memories that could endure in time and contribute to CNG. We wanted to highlight something we enjoyed and always came back in our family discussions to nature and outdoors. Finally, we came up with what proved to be a great idea: Planting some native trees at school alongside with our classmates.

We gathered the support of CNG gardeners who did a great job of picking the best spot for our trees and getting it all ready for us to do the planting. We then went on to select the most healthy and beautiful “robles” and “chicalas”, adding a “pino romerón” to the mix, and we were all set to get our hands dirty.

After much expectation, the day for planting finally came. Our parents came to school and we went with them as a class to CNG’s upper grounds, near the bus parking lot and right under the soccer field. We split into groups and carefully planted our trees as teams. We learned the name of our tree and memorized its location so as to make sure that we will be able to look after it throughout the next twelve years and beyond.
It was great to learn that in the past some alumni fostered the tradition of planting a tree in memory of any classmate who had passed away and even more so that those trees have been carefully looked after by the CNG’s staff since then, even if it has meant moving grown up trees from one spot to another.

After the hard work we shared some ice cream with our classmates to reward our joint effort and then headed back to our classroom with the certainty that if we all look after our trees we will grow long-lasting friends and memories at CNG. If properly nurtured, these trees will remain in place to greet our children and those of our classmates to CNG when the time comes. It is now on us to make sure this happens.

Finally, we came up with what proved to be a great idea: Planting some native trees at school alongside with our classmates.
This school year, our primary Art Program will target developing cross-curricular learning through the visual arts. Our program invites children from K-4 to 2nd grade to explore and enhance their learning process in Language Arts, Science, Spanish/Sociales, or Music classes. It is accomplished in a fun and integrated manner by experimenting with hands on activities.

A good example of intra curricular teaching was ‘Masks From The Past’. This project was developed in October and it included the study of Pre-Colombian cultures and the discovery of America, in Spanish/Sociales class with Esperanzas Aguero’s 2nd graders.

In Leonor Bejarano’s Music class the students enjoyed an introduction to Andean Music.

In my Art class we painted masks for Halloween based on the Sinu, Tairona, Muisca, and Calima Pre-Colombian cultures. We also studied their rituals and expressions.

Engaging students in the study of history and culture through Art, Music, and Spanish/Sociales can helped them develop a deeper understanding of themselves and the world around them.

Making connections between the visual arts and other disciplines also gives children the chance to learn creatively!
As many of you know, this year our Primary school is undergoing a shift both in philosophy and methodology regarding literacy. Teachers are studying the latest research about reading and writing and incorporating this research and learning into their daily practice. As we consider the different components of literacy, we must take into account how we can push our students’ individual growth regarding word study and spelling.

Previously, teachers guided their students’ spelling based on an all encompassing literacy system: a system that determined what words each student in a particular grade level would be responsible for studying throughout the year. What this approach failed to take into account were the students who already knew all these words. And how did this system meet the needs of the students that required support on words they failed to master? As a parent, you may be used to receiving a spelling list at the beginning of the year. However, as educators, we must ask ourselves what the drawbacks of such a system are and how we can improve our practice to best fit each student’s needs.

Educators know that students learn about how letters and words work, through authentic reading and writing, in context rather than in isolation. Therefore, teachers are providing students with the most time available to read and write. Through this authentic exposure to vocabulary, spelling patterns, parts of speech, letters and sounds, our students are developing a number of strategies and skills.

On all grade levels, Kinder through 5th, teachers will be hitting the key concepts that lead to successful spellers. Research shows that the first key to successful spelling is a mastery of letter-sound relationships. Treiman, Cas- sar, and Zukowski (1994) show that for children as young as kindergarten an understanding of the letter-sound relationship plays an important role in their future ability to spell. Therefore, teachers are exposing, and explicitly teaching, phonemic awareness based on each child’s particular needs. The benefits are great, and teachers and parents will see the effects not only on the students’ writing but also in their reading, thereby reinforcing the important connection between reading and writing.

Next, we understand that the English language is rife with words that don’t follow a particular pattern or letter-sound agreement. To address this concern, teachers are explicitly teaching “sight words”; words that don’t follow a spelling pattern. Teachers determine which words each student needs through their writing and observation of reading, and then create individualized or small group lessons. After explicit teaching, the expectation is that students will use these words consistently in their own reading and writing. Teachers are then able to truly assess the students’ ability to spell as opposed to their ability to memorize.

Finally, as students’ knowledge of letters, sounds, and words increases, we begin to empower children with the ability to dissect words into smaller units. We encourage them to analyze words, look for patterns, and apply their knowledge in other contexts. Brack and Waters (1990) state that there is a clear connection showing that more proficient spellers have a better grasp on combining and dissecting words.

Through this multi-faceted, systemic approach to teaching spelling, we are ensuring growth for all students. By guiding our practice based on need, we are guaranteeing that each student’s particular needs are being addressed. We are creating an environment of learning where work is rigorous, learning is stimulating, and success is obtainable. However, most importantly, we are empowering our students with an education that will support them throughout their life.

Why doesn’t my child have spelling tests?

• Provides no cues to a student’s spelling strategies
• Doesn’t help students to internalize strategies
• Students typically don’t use words from spelling tests correctly in own writing—no authenticity
• Doesn’t assess student’s ability to spell but rather ability to memorize
• Doesn’t teach students to monitor own spelling
La gimnasia artística es una combinación de ejercicios que exigen del gimnasta unas condiciones físicas excepcionales. Estos ejercicios se realizan con la ayuda de aparatos. (Femenino: Salto, Barra, Viga de equilibrio, Suelo. Masculino: Salto, Suelo, Barras paralelas, Barra fija, Arzones, Anillas). Además como deporte es posiblemente uno de los más duros que se pueden practicar y de los que más sacrificio exigen, pero de la misma forma produce satisfacciones inmensas a aquél que lo practica, lo siente y lo ama.

Gracias al apoyo invaluable de Condor Activities durante muchos años y ahora al Athletics Program, la gimnasia en CNG ha ido creciendo y fortaleciéndose catalogándonos como uno de los mejores colegios en esta disciplina tanto en Bogotá (UNCOLI) como a nivel nacional, demostrando así que este deporte, aparentemente individual, se entrelaza para fomentar el trabajo en equipo, la colaboración, la amistad y el respeto por el otro.

Este se ha logrado evidenciar en los diferentes eventos a los que hemos asistido como el Torneo Uncoli 2007-2008 donde en la categoría infantil fuimos campeones por equipos con nuestras gimnastas: Camila Arango, María José Torres, Paola Cortez, Sabrina Vásquez, Laura Pardo y Pamela Forero.

GIMNASIA ARTÍSTICA EN EL CNG

Por: MABEL MORENO, Entrenadora de Gimnasia Artística

Uncoli Infantil: ORO: General por Equipos

COMPETENCIA POR EQUIPOS: Aparatos

<table>
<thead>
<tr>
<th>SALTO:</th>
<th>Bronce</th>
</tr>
</thead>
<tbody>
<tr>
<td>BARRA:</td>
<td>Oro</td>
</tr>
<tr>
<td>VIGA:</td>
<td>Oro</td>
</tr>
<tr>
<td>SUELO:</td>
<td>Oro</td>
</tr>
</tbody>
</table>

MEJOR COMPETIDOR DE LA CATEGORIA

<table>
<thead>
<tr>
<th>Oro</th>
<th>Camila Arango</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plata</td>
<td>Sabrina Vásquez</td>
</tr>
</tbody>
</table>

COMPETENCIA INDIVIDUAL: Aparatos

<table>
<thead>
<tr>
<th>SALTO:</th>
<th>Plata Sabrina Vásquez</th>
</tr>
</thead>
<tbody>
<tr>
<td>BARRA:</td>
<td>Bronce Camila Arango</td>
</tr>
<tr>
<td>VIGA:</td>
<td>Oro Camila Arango</td>
</tr>
<tr>
<td>SUELO:</td>
<td>Plata Sabrina Vásquez</td>
</tr>
<tr>
<td></td>
<td>Bronze Camila Arango</td>
</tr>
</tbody>
</table>
En la Categoría Única obtuvimos el Tercer lugar en la competencia general con nuestra gimnasta Andrea Pardo, además de la medalla de bronce en los aparatos de barra y suelo.

En la copa Gimnasio Vermont tuvimos una gran representación por nuestras gimnastas de la escuela elemental y primary obteniendo los siguientes resultados.

Este año nos hemos propuesto desarrollar esta actividad deportiva para que sirva como medio del desarrollo personal de sus participantes en su dimensión intelectual, física y emocional. Por esto tendremos en cuenta:

- Desarrollar en los niños y niñas el gusto por el ejercicio físico y en especial por la práctica de la gimnasia.
- Desarrollar habilidades coordinativas, físicas a través del entrenamiento de la gimnasia artística.
- Participar en los festivales y torneos UNCOLI y de otras organizaciones y/o colegios.
- Lograr habilidades sociales como compañerismo, respeto y trabajo en equipo.
- Evidenciar el aprendizaje a padres, compañeros y al colegio.

RESULTADOS CNG GIMNASIA NIVEL IV
Gimnastas: Sabrina Vásquez, Anna Graffis, Cristina Chamas y Camila Arango

CLASIFICACIÓN GENERAL POR APARATOS
COMPETENCIA INDIVIDUAL POR APARATOS

<table>
<thead>
<tr>
<th>SALTO</th>
<th>Oro</th>
<th>Camila Arango</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plata</td>
<td>Camila Arango</td>
<td></td>
</tr>
<tr>
<td>Bronce</td>
<td>Camila Arango</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIGA</th>
<th>Oro</th>
<th>Camila Arango</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plata</td>
<td>Camila Arango</td>
<td></td>
</tr>
<tr>
<td>Bronce</td>
<td>Camila Arango</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUELO</th>
<th>Oro</th>
<th>Camila Arango</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plata</td>
<td>Camila Arango</td>
<td></td>
</tr>
<tr>
<td>Bronce</td>
<td>Camila Arango</td>
<td></td>
</tr>
</tbody>
</table>

MEJOR COMPETIDOR DE LA CATEGORIA
Oro  Camila Arango  
Plata Sabrina Vásquez

Implementando esto, este año aceptamos la invitación del Colegio Cumbres de Medellín al Torneo Olimpíadas de la Amistad, evento que tiene por objetivo lograr la integración de los deportistas, el compañerismo y el fair play, en el cual, nuestras gimnastas nuevamente lograron demostrar el trabajo realizado durante estos años y dejaron muy en alto el nombre de nuestro colegio.

Este año contamos con la participación de 140 gimnastas entre niñas y niños desde K5 a 12 que día a día se esfuerzan no sólo por ser mejores motrizmente sino además por trabajar en equipo, ser respetuosos de las diferencias y aprender de sus compañeros.

El equipo de entrenadores (Olga Bocanegra, Carlos Rocha, Edisson Suarez, Rodrigo Pereiro, Daniel Bocanegra, Mabel Moreno) estamos seguros que con nuestro ejemplo de trabajo y dedicación cada día lograremos dejar huellas en nuestros alumnos.
Sabíamos que iba a ser hermoso, pero también que teníamos que ser prudentes. Primero nos imaginamos el páramo. En nuestra clase de español habíamos visto un video sobre ese amigo helado. Rápidamente descubrimos que el páramo era mucho más interesante y hermoso de lo que nos imaginábamos. Es la casa del cóndor de los Andes, del oso de anteojos y de los venados. También de los frailejones.

Nos contaron sobre Bochica, un señor muy viejo que sabía muchas cosas y que ayudó a los Muiscas. Localizamos Chingaza en un mapa de Colombia. Nos enseñaron que queda entre Cundinamarca y Meta. Nos explicaron que iba a hacer mucho frío porque queda a 3.600 metros sobre el nivel del mar. Nuestra profesora de español contó la historia de un señor que decidió un buen día ir a dormir a Chingaza y explicó todo muy poéticamente. Eso fue lo que más nos animó a conocer el páramo.

Finalmente llegó el día. Todos estábamos muy abrigados, como los esquimales. Listos para explorar el parque. Los guías de Bluefields, que es una compañía que ayuda a los colegios en excursiones, nos ubicaron en grupos para montarnos a los buses. El viaje se demoró más o menos dos horas. Ibamos pegados a las ventanas, cuando nos dijeron: Niños, allá, al lado derecho pueden ver una fábrica de cemento abandonada —el guía anunció. —¿Por qué está abandonada? —preguntó un niño. —Porque le hacía daño al medio ambiente, es decir contaminaba el páramo. —
-Frailejones-exclamaron algunos. Todos miramos. Si, ahí estaban. ¿Sabían que cuando las hojas del frailejón se mueren, en lugar de caerse al piso se van pegando al tronco para volverse parte de él? Preguntó el guía. Claro que no tenemos ni idea.

Ya llegamos. Tan rápido como pudimos, nos bajamos de los buses. Nuestra primera escala, ya en Chingaza, fue en una casa grande. Allí nos explicaron que no caminaríamos por todo el páramo, pues es grandísimo y jamás alcanzaríamos a hacerlo en un día. Nuestra base sería Monte Redondo. Nos dijeron que debíamos hacer mucho silencio si queríamos ver osos de anteojos o venados.

Primero fuimos al campo que estaba cerca de la casa, y empezamos a ver la planta de la que nos habían hablado: El frailejón. Los frailejones tienen pelitos que los abrigan, como decir un saco para nosotros. Hay unos altos y otros bajos. Los altos crecen cinco centímetros en un año, mucho más que cualquiera de nosotros. Nos dimos cuenta que la mayorìa de las plantas del páramo son bajitas. La razón es una sola: hay poco oxígeno a esa altura, como quien dice hay que ahorrar aire y los seres más pequeños necesitan menos oxígeno.

Caminamos y caminamos y llegamos al río que era helado, estaba como si lo acaban de sacar de la nevera. Tomamos el musgo que es como un tapete pero que está vivo. El musgo funciona como una esponja, guarda agua para las épocas de sequía y cuando llueve mucho la absorbe porque si no el páramo se inundaría.

Volvimos al punto de encuentro para ir a Laguna Seca. En alguna época tuvo agua cristalina, pero ahora es un recipiente grandísimo de lodo café y frío. Se volvió así porque, cuando el agua tiene muchos nutrientes, las plantas se acercan tanto que le quitan todos los minerales a la laguna. Por eso se va secando. En un proceso de años que termina volviéndola tierra. Igual que Bogotá, que alguna vez fue una laguna.

¿Qué por qué sé que el lodo es frío? Porque me dí un buen baño de lodo sin querer. También mis siete amigas. Nos hundimos en el fango hasta las rodillas y algunas hasta la barriga... Cuando tratábamos de ayudarnos para no sepultarnos del todo en el pantano, nos caímos.

Estábamos listas para devolvernos a Bogotá. Pero como ese era nuestro día de suerte, adivinen qué pasó. Justo cuando ya creíamos que lo de los animales raros no iba a ser para nosotros, alguien gritó: ¡Venados! No era uno o dos... Eran 17! Pueden creerlo? Parecíamos niños de dos años, aprendiendo a contar. Todos en voz alta y emocionados a una sola voz llegamos hasta el número 17. En cambio, no pudimos encontrar los osos de anteojos, aunque alguien creyó ver una cola cortica y puntiaguda, seguida por pasos de animal gigante...

Ése es Chingaza, el más increíble páramo que está a dos horas de una ciudad de siete millones de habitantes llamada Bogotá. Yo creo que esa experiencia nunca se me va a olvidar.
My acquaintance with Number Corner started four months ago at the Columbus School in Medellín, where a group of C.N.G. teachers went to participate in this school’s “Math Camp”, shortly before our school year started. We were only there for a week, but we were all able to cram a year’s worth of inspiration to be better teachers that, I hope, will last us for a lifetime.

When I participate in an event like this (which, in a way, is like traveling to a new country) rather than to jump from one class to another, as other teachers frequently do in order to absorb as much knowledge as possible from the different presenters, I tend to look for a “niche” and stay there for the whole duration of my stay. As in trips, I like to absorb the “culture” and to go into depth in all those critical nuances that make it the unique learning situation that it is.

On this occasion, I chose to attend a 4th Grade class, like mine, to observe two young North American teachers, fresh out of college where they had been trained by Janis Heigl, team-teaching a Geometry unit, and a somewhat distant, inscrutable, but equally fascinating older woman, teaching Number Corner for the last 30 minutes, every day, for an entire week, right before the 20 rambunctious students, just like my own at C.N.G., were sent home for the day. The latter was no other than the co-author of Bridges in Mathematics, and also the author of one of its components, Number Corner. I did not know this when I decided to stay in that one class and live the experience of observing an entire “understanding goal” evolving and coming to a successful completion during a five-day period.

It was such a rewarding experience for me, from an intellectual and emotional point of view, that now, when I recall those days spent in a corner of a 4th Grade class at the Columbus School, I am filled with gratitude for this unique learning opportunity that I was given.

Number Corner is not just a “supplement” to our regular Math curriculum. Although it was initially designed to accompany another program, it is a self-supporting program in the sense that it provides daily workouts for all students in computational skills, problem solving, number sense, algebraic reasoning, place value, fractions, decimals, geometry, measurement, data analysis and probability, through fun and thought-provoking activities that we do in the first fifteen minutes of each day at C.N.G. and that have given our students much more self-confidence in their ability to confront this very important subject.

I was fortunate to have been “diagnosed” by my teachers, at a very early age, with what they considered to be “a mathematical mind”. This seemed to indicate that I had an innate ability for this subject, but this is simply not true. In my case, it just gave me the will and enthusiasm to try to persist in what I was being asked to do because I saw my teachers as having the authority and I, as their obedient subject. But to their probable dismay, I have to confess now that mathematics “clicked” for me as late as 7th Grade when I had already turned twelve years old.

At C.N.G., the “novelty” is that Number Corner is taught by the homeroom teachers and not by our “specialists”. This is wonderful because it not only has allowed regular teachers to get fully involved in teaching (and learning) mathematics too, but it has created a synergy with the math specialists making mathematics instruction more consistent and effective for all students.

This is a major step in the direction of the “dream team” that I observed at the Columbus School trudging through some very complex concepts such as area, perimeter, translation, and congruency, with twenty boys and girls, just like our own students, who probably unwillingly gave up part of their summer holidays for this mathematical adventure that will surely leave an indelible mark in their academic lives forever.
On Thursday, November 6th, CNG had the distinct privilege of hosting an Ex-Major League Baseball player by the name of BARRY LARKIN. Mr. Larkin was in Colombia promoting baseball and the value of sports for young kids. During his tour Barry visited Bogotá, Cartagena, and Barranquilla.

Barry’s first stop in Bogotá was at the Hogar Nueva Granada where he gave an hour presentation which included a motivational speech, handing out of souvenirs, autographs and group photo session. After the Hogar presentation Barry, along with two other American coaches, conducted a baseball clinic with our very own little league players and students from Colegio Gran Bretaña. Students, coaches and guests got a taste of world class instruction while practicing batting, catching, fielding and throwing skills.

I would like to thank Ambassador William Brownfield for being a part of the clinic as well as Hilary Renner (US Embassy), baseball coaches Fabian Pastrana and Angel Benitez in assisting with the organization.

Here are some of Barry Larkin’s career highlights and awards:

- World Series champion (1990)
- 1995 NL MVP
- 1993 Roberto Clemente Award
- 1994 Lou Gehrig Memorial Award
CONDOR ACTIVITIES

By: SOLITA BARON, Condor Activities Director

Condor Activities offer students the opportunity to discover and develop new interests and skills with the guidance of sports and art professionals.

Our Suzuki program has grown a lot this year and we have created new spaces for specialized classes.

We hope that your children participate in Condor Activities next semester; a fun-filled learning experience!

THE SUZUKI PROGRAM AT CNG

By: ALEJANDRO VERGARA, Music Department Coordinator

We are all equal. Regarding music, no one is born with talent. We can all learn, we can all educate talent. Every child can learn and become what we know as a “talented” student.

That above statement is the foundation of the Suzuki Philosophy for the Education of the Talent, or the Suzuki Method. Just analyze this: every child born in Colombia, with Spanish-speaking parents, learns to speak Spanish easily. The same applies for every language in the world. If children show great “talent” to learn their native language, why would we consider some of them “untalented” for other things, if they have demonstrated they the ability to learn, and to do it well?

The answer is simple: the process of native language acquisition is a result of parent support, encouragement, and consistency. We as adults seem to forget sometimes how that is done, and how we succeed at it! Anything we learn this way has a very good chance of becoming one of our “gifts”, or talents.

The Suzuki Program at CNG offers students high quality education in the areas of Piano, Violin, Cello, and Classical Guitar, with the methods and characteristics that work for language learning.

We would like to invite all the community to check out our program, and encourage students and their parents to have fun while learning the magical universe of music: A real gift for young human beings and the best way to nurture our spirit.

music@cng.edu
When the question is posed, “What do you want to do with your life?”, I cannot think of a better response than, “I want to serve humankind. I want to develop my talents and abilities, acquire the information and values that will serve me in my chosen career, and then place these at the service of the human race.” If one chooses business, how wonderful it is to provide society with a high-quality product or service and to create new jobs. If one chooses law, how marvelous it is to contribute to the building of a more just society. If one chooses education, how commendable it is to help children prepare for their future. If one chooses medicine, how rewarding it is to bring health to the lives of others. Whatever the field, wherever one lives, whatever one’s age, being a leader in service to humanity is a noble and highly worthy ideal. In his book, The 8th Habit, Dr. Stephen Covey examines all of the current theories and approaches to leadership and recommends “service leadership” as the most worthy of all. In the middle school, great efforts are made to provide opportunities for students (and parents) to experience the joy of community service and to come to the realization that “serving others” can be a very effective way of “nurturing the spirit” and even more rewarding than “being served by others.” Once a month students go to the Hogar Nueva Granada where they are paired with a younger student with whom they engage in learning activities. On Saturday mornings middle school families come to the CNG campus where they offer educational activities of their choice to gifted and talented students from the Alianza Educativa schools located in the lower social-economic areas of the city. The National Junior Honor Society students carry out social service projects at the “Fundación El Portal” where the children of prisoners receive their education. Also, each year, the NJHS students visit the wounded soldiers at the Military Hospital near CNG providing them with entertainment, magazines, and/or snacks. During the Classroom Without Walls trips, students engage in a service project with a needy school in the region. They might provide school supplies, paint a classroom, or help fix broken desks. Other projects have involved helping flood and earthquake victims, both in Colombia and in other countries (it was middle school students who initiated an all-school project for helping the victims of the earthquake in Peru last year), building houses for the homeless, playing games with children dying of cancer, furnishing and supplying a small library in a public school in Usme, raising money to buy instruments for a school for the children of displaced families, recycling paper and plastic, serving fellow classmates as a peer mediator, and on and on. Over the years we have found that the more we involve students in service projects, the more they come up with their own ideas and want to lead their own service enterprises, hopefully, both now and throughout their lives.
Every year there is a trip for all new students and their buddies to help them meet and find new friends. This year the trip was to Villeta. My friend and I really enjoyed the trip. Comparing this trip to last year’s, I found this one to be better. The days were sunny, enjoyable and much more inviting. In such comfortable environment, it was much easier to integrate without being nervous or having negative feelings.

There were many activities during the two days and they were great! I couldn’t believe how many new people I got to meet. Now we have become good friends. For the new students, I know it was a great experience for them. I could see that they made connections, not just with people from their own grade, but from the whole Middle School too! We are just so happy how this trip turned out; from the second we got on that bus until we got off, it was marvelous! This is a memory that will stay in my friends thoughts and mine for a long time, as well as in the thoughts of others; we could definitely tell that!
NJHS VISIT TO FUNDACIÓN EL PORTAL

By: CRISTINA SERRANO, 7th grade

Many consider it a privilege to be part of the National Junior Honor Society just by fulfilling the demanding entrance criteria and becoming a member of an exclusive international organization. But as a member I have realized that it is more of a privilege to be a social worker and part of a community than just being a constituent of an honor society.

In the NJHS headquarters of CNG we focus on social service more than anything. Our last project was a visit to Fundación El Portal. This is a little school where the children of prisoners of La Picota jail study. In our visit we were able to share some quality time with these children, playing, dancing, and even cooking with them. In my opinion, this was one the most fulfilling experiences in my middle school years.

I encourage every one of you to become a member of NJHS. Why? Because it will give you an opportunity to contribute to the society and help the ones in need. Plus, it makes everyone aware of the reality other children have, and it encourages us to become better people and probably good leaders in the future. NJHS is an important organization for all Middle School because it bonds us together in the attempt to have a better community.
CLASS OF 2014 PARENT’S NETWORK

By: Jackie Anaya, Aurelio de Castro, Clara Cock, Olga Fernández de Soto, Claudia Lleras, Juan Manuel Palacio, Maria Victoria Llorente, Javier Rodríguez, Liliana Pacheco, Alejandro Merizalde, Melba Zabala, and Elías Libos.

Last year, taking into account that our children were entering adolescence and considering they still had six years to go before they graduated, several 6th Grade families thought it would be helpful to create a parents’ network. The purpose was to meet the parents of our children’s friends in order to communicate and talk about setting some simple collective rules. We were looking to become a support group for our children by sharing thoughts, family values, and principles.

There was a common thread among us: we believed that setting collective limits and guidelines would facilitate the nurturing of our children along the highly social journey through adolescence that was just beginning. As a result we formalized a parents’ network that should last through 12th Grade in the year 2014.

The responses to this parent’s initiative have been encouraging. Nearly 80% of the families take part in the network. We believe that the communication among parents has become more open as we are bonded by shared values, and a high interest in accompanying our children in the road to their independence and maturity.

As this experiment progresses, it has been perceived that the network benefits all players: parents, children, and the relationships among them. Well informed and communicative parents may become more flexible and open to their children’s active socialization as they will, in turn, perform in a safer and better environment.

There seems to be an invisible process in which education replaces repression, and smart limits replace anxiety. This, then, results in happier children, more relaxed parents, and an atmosphere prepared to understand attitude changes, challenging communication, arguments and even the manipulation that is expected at this age.

The now denominated Class of 2014 Parents’ Network does not have an owner, nor president, or even an accountable individual. It is a spontaneous, collective initiative articulated by a group of parents and supported by most of the families, CNG directives, and staff.

We’ve agreed so far on 5+1 Basic Rules that we would like to share with the CNG community, understanding that this is a dynamic process that evolves with age, values, and environment. These are not iron-clad rules, they should be reviewed and adapted as we all grow together as families and as a community with one basic goal: the well-being of our children.

1. Make the children aware of the Class of 2014 Parents’ Network for them to get used to it and to realize that their parents will be in communication.
2. In regard to parties, though children most likely will invite themselves, the parents will communicate to confirm details.
3. In parties, no alcohol or tobacco will be permitted.
4. In parties, a group of supporting parents will be present.
5. Best efforts will be made to schedule parties for them to last until approximately 9 pm.
6. Parents will forward information or even comments about other families’ children through the Counselors for them take care of them professionally.

As some seeds have been planted in this short trial period we would like to encourage parents of CNG preadolescents to consider trying a network in your child’s grade. You could participate in your homeroom meetings, helping your community with newer ideas and suggestions.
People often see the word leadership, but they may not really know what it means. In our case (as students in the Middle School), people might think we are just a society that comes up with ideas about team work, or one that tries to meet goals related to being a real leader. The truth is we go beyond that. As leaders, we are like role models, an example, somebody whom others are keen to follow. We must have certain values that end with peerless ideas. We are honest, communicative, and responsible. We get a feeling of fulfillment when we make an effort in our projects and they turn out absolutely superb. By working as a team we get to know our inner leaders, know each other, and as a result know our surrounding environment. This we learn through our regular meetings, our projects, and our effective outings.

Other ways that we try to do the above include immersing ourselves in tasks, exercising discipline in our projects, and demanding excellence from all members in the Leadership group. Within the Middle School, we play an active role in motivating everyone with school spirit. All leaders within the group help new students feel comfortable in our school. We motivate students to recognize sports and art activities. We also help students with their problems as a support to the new Peer Mediation program. Finally, we work with the PTA to promote all activities.

In conclusion, Leadership in the Middle School is a great opportunity for students to learn more about themselves. We help others with problems that are faced in the school and in our real life. In Leadership we learn how to solve problems in a better way, and we usually end up very satisfied with our actions!
i familia pertenece a esta fabulosa comunidad hace más de 15 años. Actualmente, nuestra hija menor, Diana, está cursando séptimo grado.

Deseo compartir con ustedes, una experiencia maravillosa, cuyos resultados fueron enriquecedores no sólo para nuestra hija y sino para nosotros como padres.

Conversando con una mamá, cuyos hijos son excelentes estudiantes y miembros activos en todas las asociaciones que nos brinda el colegio, le pregunte, ¿Cómo hace? Y ella me contó que desde pequeños, complementaba la educación de sus hijos en el colegio, organizándoles vacaciones educativas en el verano, para reforzarles sus habilidades de redacción, conversación y lectura en inglés, para que practicaran deporte, ampliaran sus experiencias culturales y para que empezaran a explorar sus intereses de carrera. Sus hijos llegaban de esta experiencia fortalecidos, más independientes, capaces de tomar sus propias decisiones y felices de haber disfrutado sus vacaciones.

Entonces, nuestra familia decidió HACERLO AHORA. Enviamos a nuestra hija a un campamento de verano y, a su regreso, resumimos en una palabra lo que sucedió: DIANA floreció en cuerpo, mente y espíritu.

El artículo a continuación, describe los beneficios y la importancia de aprovechar las oportunidades de enviar a los niños a un campamento de verano.

“She learned to make new friends and became more social. She gained confidence. Knowing how to get along with people and being flexible are very important for future success.” — Parent Reflection
Summer camp! The defining Canadian growing-up experience. So much fun, but more than that... so much learned.

At first glance, camp is a place for kids to learn to swim, sing, or speak Spanish. But look closer.

The seven-year-old day campers catching tadpoles by the creek are engaged in a first-hand biology lesson. A troupe of teens, some too shy to raise a hand in school, bow to applause, having found confidence and their voice in a summer drama production.

The group of 14-year-olds calculating cargo weight and distribution and charting the course for a three-day canoe trip are putting math and physics classes into action. At each day's end, they are reporters describing challenges met in stories and memories that fill personal journals. Teenagers gazing at constellations, shooting stars, and dancing Northern Lights contemplate the wow and how of the universe and turn philosophical, considering their place in it.

Look closer still and you'll see children learning through choices made, chores divvied up, friendships forged... learning self-sufficiency, self-confidence, and leadership.

You want the best for your kids. If a good education is top of the list, think of school-plus-camp as the winning combination.

## WHY GO TO SUMMER CAMP?

### CAMP IS MORE THAN JUST FUN AND GAMES...CAMP IS A LIFE CAMPUS

This article was published in Our Kids Go To Camp, January 2008. www.ourkids.net

### CAMP BUILDS SKILLS FOR LIFE

<table>
<thead>
<tr>
<th>CONCRETE SKILL DEVELOPMENT</th>
<th>SOFT SKILL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School, work and life skills</strong></td>
<td>Gaining confidence and self-esteem</td>
</tr>
<tr>
<td>Problem solving, self-discipline, perseverance, goal setting and time management and team building</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership and personal growth</strong></td>
<td>Becoming more independent</td>
</tr>
<tr>
<td>Learning to inspire and to work as part of a team, achievements at camp build self-esteem and confidence</td>
<td></td>
</tr>
<tr>
<td><strong>Igniting future career interests</strong></td>
<td>Internalizing morals and values</td>
</tr>
<tr>
<td>An actor, an astronaut, an athlete, an astronomer</td>
<td></td>
</tr>
<tr>
<td><strong>Specialty training</strong></td>
<td>Gaining better self-awareness</td>
</tr>
<tr>
<td>Mastering sailing, horseback riding, hockey, swimming, computer skills or debate transfer back to classroom work</td>
<td></td>
</tr>
<tr>
<td><strong>Learning to try new things</strong></td>
<td>Improving interpersonal and social skills</td>
</tr>
<tr>
<td>Kids discover and explore new sports, crafts, and challenges like high ropes or an adventure trek</td>
<td></td>
</tr>
<tr>
<td><strong>Learning through success and failure</strong></td>
<td>Becoming a good community member and good citizen</td>
</tr>
<tr>
<td>There are no grades at camp. Kids are encouraged in a supportive environment to test and master new skills and try again and again if they fail</td>
<td></td>
</tr>
<tr>
<td><strong>Physical activity and increased strength</strong></td>
<td>Taking responsibility for self and others</td>
</tr>
<tr>
<td>Kids are up and active and using their bodies as well as their minds</td>
<td></td>
</tr>
</tbody>
</table>
The Antonio Nariño University is in charge of the organization of Math Olympics in Colombia. They offer different competitions, and at the end of the competitions, the schools with the best scores are invited to celebrate Mathematics Day, which usually takes place at the end of October, and the selected schools compete in teams.

CNG has been participating in Math Olympics for many years and our students proudly participate and represent our school.

This year has not been the exception: CNG was invited to celebrate Mathematics Day, in all of the four levels: Primary level (grades 4th to 6th), First level (grades 7th and 8th), Intermediate level (grades 9th and 10th) and Superior level (grades 11th and 12th).

This event took place on Oct 25, 08.

The following students represented us and obtained the following awards:

**Primary level:** (1st place)
1. Joaquin Etienne
2. Nicolas Libos
3. Daniel Moreno
4. Andres Silva
5. Felipe Silva

**First Level:** (3rd place)
1. Felipe Velasquez
2. Nack Kyoo Jung
3. Maeng Do Yung
4. Yokota Ho
5. Pablo Ospina

**Superior level:** (6th place)
1. Alexi Souris
2. Alejandro Pellejero
3. Manuela Romero
4. Jin Soyun
5. Kim Jihae

Unfortunately, we were not able to complete a group that could participate and represent us for the Intermediate level.

We are also very pleased and proud to share good news with all our community:

“Pablo Ospina obtained Second place in the Primary Math Olympics, out of 5,865 students in Colombia.”

He received his award at Antonio Nariño University on Saturday, November 1st, 2008.

He is now receiving training via e-mail and depending on his work he can eventually be selected to be part of a two member group to represent Colombia in Argentina.

---

**Pablo Ospina**, a CNG student in 7th grade, recently placed second among 5,865 Students in the National Colombian Math Olympics competition. Pablo’s mother says that from the time Pablo was five years old, he showed special abilities in mathematics. Nevertheless, he was not having success in the school he attended.

His mother relates, “We began looking for help and at that moment we met Annie Acevedo, the Director of the Learning Center at Colegio Nueva Granada. She guided us and recommended CNG. Pablo entered CNG at third grade. The teacher Pablo had that year gave him back his confidence in himself and the change we saw was immense. Later, in fourth grade, he had Miss Niño with whom Pablo made much progress. Pablo invented a code or a key that was the sensation at that time and the way that Miss Niño stimulated him was passing him from classroom to classroom teaching this code to the younger students. This helped Pablo improve greatly in a number of ways. The Learning Center also gave him a lot of stimulation to the point that he was able to figure out puzzles that, according to what I have been told, not even students in ninth grade could put together. Pablo left fourth grade very enthusiastic. His fifth grade was not as positive but when he entered sixth grade, his teacher knew how to give him confidence and he began to participate in the Math Olympics with enthusiasm.

This year he is working with Nora Ospina and his satisfaction is reflected in this achievement in the Math Olympics. We share the pride we feel as Pablo’s parents with CNG because it has been the motor for his growth.”
where am I? I constantly asked myself. First, I thought I was dreaming and I wanted to wake up, so I pinched my arm but it hurt and I didn’t “wake up”. I had already realized it wasn’t a dream. So I sat on the floor and thought until my brain got bored and tired of thinking. But I had to know where I was, to know the way back home. So I started looking around and there was a girl and by her side, there was an older woman that seemed to be her mother; they seemed familiar to me, but I couldn’t recognize them. They were dressed with a pair of dark blue jeans and plain t-shirts. They seemed to be in a beautiful farm with cows, horses, pigs, geese, ducks, and colorful peacocks that wondered around showing their magnificent tail feathers to all others kinds of animals. Also there were enormous coffee plantations which grew ordered in rows and columns covering endless mountains; orange trees, lemon trees, tangerine trees, and all sorts of warm, comfortable climate fruit trees and native flowers that enriched the environment with a great variety of colors and unforgettable smells.

Suddenly a group of children about the same age were dashing toward the girl and her mother. They had excited faces and were all screaming at the same time in a language I didn’t understand. Finally the girl went racing after them. They were gathering together around a small fence that had pigs inside. Waiting for the kid’s arrival was an old man who was wearing a straw hat. As soon as the kids got there they were asked to remain silent as the old man started calling a strange name, something like “Petronio”. Suddenly an enormous white pig placed its two front legs on top of the small fence making a happy oink sound as if he was saluting the people around. As his performance was over, the pig was rewarded with some fresh, sweet, smelly fruit. The old man was really proud of what he had taught the pig to do. You could notice that the little act had taken the man several months of training and patience. All the kids gave him and the pig, a noisy round of applause and started chatting vigorously. Although it was a very happy moment, the smell of pigs was not very delightful. Although I wanted to leave because of the disgusting smell I was being really entertained.

After, everything started to vanish: the girl, her mom, the other kids, and the old man. The pigs were disappearing too, as colors got brighter with a touch of white sparkle. Then I woke up while the hammock was still swinging. I felt surprised and connected to nature. Never had I been so in touch with nature. It was amazing. I wish that farm was mine. As I looked around I found my mother by my side smiling eagerly.

“What did you see?” she asked me. I told her everything I had seen; even some things that where stacked into my senses.

To my surprise, she told me she was the girl I visualized in my dream, and that my dream hadn’t been a fantasy at all. Once that beautiful place had been her farm, full of animals, full of fruits, full of colors, full of nature, full of life. She also told me that the memory is to learn that you don’t need a cell phone or any of the new electronic things that are available today to live or have fun. That life used to be simple in fashion, shapes and colors, but deeply rich in happenings and feelings.

After the exhausting trip I entered my bed as if it was a letter entering an envelope, and then fell asleep in the blink of an eye until the next morning when I saw..........
Compre con seguridad sin moverse de casa con
www.megastoregroup.com
el portal de comercio electrónico más grande y completo del país.

MEGASTORE group.com

Más de
6 MILLONES
DE PRODUCTOS
en su carrito
de compras
da los mejores
precios

www.megastoregroup.com

Para mayor Información Tels 4824563-4009293
e-mail institucional@megastoregroup.com
Calle 86 No 11-07

Envíos a TODA Colombia
On Saturday, November 8th Colegio Nueva Granada hosted the 1st Annual ESPN “Colegios en Acción” Volleyball tournament in association with IFLEX Marketing. There were a total fifty-four teams from schools all over Bogota who competed in the tournament.

CNG competes with four teams which included (Sub 18 boys and girls/ Sub 14 boys and girls) coached by Juan Baldwin, Maria Alicia Orozco, and Juan Pablo Guzman. Our Sub 18 girls played outstanding throughout and came away with 2nd place.

Congratulations to all the team members, coaches, staff, maintenance crew for making it such a successful tournament.
As an active member of the CNG community, I am fortunate enough to express the high appreciation I have for my school. Since I was a toddler in K4, I have grown up hearing the school’s mission in which it commits itself to help and support its students in any activity that permits them to grow as an individual physically, intellectually and spiritually. Still, it wasn’t until last year that I had the opportunity to witness the true commitment that the school has with each and every one of its community members. For a long time, I thought that the school channeled its aid strictly through activities that only benefited a significant portion of its community and that would publicly present the help that was being given. Today I am proud to say that I am an eyewitness that this certainly isn’t the case.

Toward the beginning of last year’s academic school year, I engaged in an organization independent from the school that worked on non-profit community service. With its origin and headquarters in Mexico, Soñar Despierto is a foundation currently serving in approximately 15 countries. In Bogotá, this organization is divided into three committees that work individually carrying out different programs directed to help the young generations of the population in economic and moral need. Out of the three, I became a permanent staff member of ‘Amigos Para Siempre’, the program whose objective is to enrich the affected children’s lives by confronting them with experiences that will permit a better development of their social, physical, and emotional lives. This will hopefully urge them to seek a better reality and invite them to make a change so that in the future we can see change in our country’s society. Along with this, I experienced a huge enrichment in the lives of all staff members and volunteers that I felt I had to share with my friends at school. For this reason, I shared my experiences with them and encouraged them to become participants within the organization.

While preparing and planning the activities for the program, we encountered one main obstacle. Having in mind the foundation’s low budget, we didn’t have the resources needed to afford a form of transportation to move both the children (from the barrio ‘El Codito’) and the staff (from McDonald’s at 127 with Autopista) to the place of the activity and back. Having faith in the school’s support to its students, I asked the administration to lend me two buses every other Saturday for a period of about four months. Almost immediately, I received the response that
Estimado Fernando Araujo:

Recientemente tuve la oportunidad de leer su libro, El Trapecista, y quisiera felicitarlo por su excelente trabajo. Para empezar, su historia es realmente admirable e inspiradora y logra crear un sentimiento de coraje, perseverancia, y sobre todo, de esperanza en el lector. Mientras leía el libro, no sólo me sentí conmovida por su situación, sino que también logré aprender valiosas lecciones que intentaré llevar consigo y aplicar en mi día a día.

Es increíble creer que a pesar de todo el mal que corrompe al mundo, exista en algunas personas la fortaleza y la determinación de seguir adelante, de seguir luchando en una pelea desigual e injusta y aun así, nunca dejarse vencer. No puedo llegar a imaginarme lo terrible que debe ser ver como son arrebatados seis años de su propia vida y sin embargo, conservar una actitud tan positiva ante ésta. Pero a final de cuentas, supongo que todo es cuestión de adaptarse, de saber actuar apropiadamente y de darse cuenta lo que en realidad importa. También creo que es importante tener algo de qué aferrarse, y en su caso nos probó que el amor de una familia incondicional y el apoyo de amigos son más que suficientes.

Me di cuenta que las personas tendemos a dar todo por sentado, y aunque toda la vida hemos oído el viejo dicho de “uno no sabe lo que tiene hasta que lo pierde”, nunca aprenderemos del todo su significado y el valor que estas palabras significan. Por el momento, quisiera agradecerle por tomarse el tiempo de compartir su historia y espero poder aprender de ella el verdadero valor de la vida y la fuerza del amor.

Atentamente, Catalina Herrera

Did you know that...

David DÁichardi, currently in 9th grade, will participate in the 2012 Olympics in London, England. Beyond this incredible achievement in sports, he also excels academically. During his time in Middle School, he received 3 Principal High Honor Rolls. (The Principal’s High Honor Roll is given to a student who achieves High Honor Roll Status during four consecutive quarters). Thumbs up to you, David!
Dentro de las muchas oportunidades que nuestros estudiantes tienen en el colegio, es importante mencionar la maravillosa experiencia que se les está ofreciendo a nuestros estudiantes de doceavo. Desde finales de julio, siete seniors están asistiendo a clases en el CESA con universitarios de primer semestre y cinco están en las cátedras de introducción a la profesión que ofrece el Rosario en las instalaciones de Los Reyes Católicos. Dichas clases se dictan por la mañana, de 7:00 a.m. a 8:30 a.m., o en las horas de la tarde y les permiten a nuestros muchachos experimentar no sólo el ambiente universitario, sino más importante aún, si se están enfocando en el área adecuada. Adicionalmente están desarrollando su sentido de responsabilidad, ya que deben cumplir con todos los requisitos tanto del colegio como de las universidades respectivas.

Actualmente se está llevando a cabo la organización de un programa similar en la Universidad Javeriana, en el cual los seniors tendrán la posibilidad de escoger hasta dos clases a nivel introductorio, tomarlas como un primiparo cualquiera y salir con esos créditos universitarios que podrán ser homologados en las instituciones que ellos escogen en un futuro. Para poder participar en estos programas, nuestros alumnos de doce deben haber cumplir con todos los créditos necesarios para su grado en el colegio y asegurarse que las clases escogidas no interfieran con el horario básico de 11 y 12.

Dentro del proceso de preparación para las universidades, la mitad de los alumnos de último grado tomaron el ICFES de calendario A con muy buenos desempeños. 24 de ellos quedaron dentro de los 10 primeros puestos en los resultados de este examen, que equivale al primer 1% entre los 512.000 alumnos a nivel nacional que tomaron el examen en septiembre, y tres de ellos quedaron en el puesto 1. De estos estudiantes, quince ya fueron admitidos a Los Andes a varias carreras como administración, derecho, ingeniería, diseño y medicina. Igualmente tenemos alumnos aceptados en el Rosario y en la Tadeo. Estamos muy orgullosos de todos ellos y sabemos que están listos para lo que viene.

W
hat is the meaning of shelter? Naturally, we think of shelter as one of humans’ “basic needs”, along with food, clothing and such. But what does shelter as a basic need mean, anyway? Is it the home we arrive to at the end of every day, in which we seek refuge from the world and where we sleep?

The National Honor Society at CNG became involved with the Colombian branch of the Un Techo Para Mi País (UTPMP) foundation this school year, with the object of participating in a wide social project. UTPMP is an international organization that attempts to bring shelter to extremely needy people. The foundation began in Chile at the end of the 1990’s and now operates in several Latin American Countries, providing the means for families to receive an emergency, prefabricated house that will help alleviate their poverty.

In Colombia, UTPMP has recently completed its 1000th house, and CNG’s NHS is proud to say that it helped reach that benchmark in October 2008. After
What is the meaning of SHELTER?

By: José María Barrero, National Honor Society

weeks of raising funds to cover cost of one house, members of the NHS and student volunteers from CNG and Alianza Educativa travelled to Altos de Cazucá in the South of Bogotá on October 25 and 26 to build the first house donated on behalf of the CNG Community.

What began as a simple idea at the beginning of the year, turned out to be one of the most meaningful activities that the NHS has conducted in the past few years. We were able to experience the realities that take place at the margins of Bogotá, where drinking water arrives in a truck every week. There, we were able to understand the true meaning of shelter. To see that a family of six is present for the building of its dream, which is a two-room prefabricated house that lacks lighting, access to drinking water and sewage, made us value shelter not as a home, not as a basic need, but as a dream that opens up the possibility of ending absolute poverty.

The NHS will continue to pursue its work with UTPMP this school year, but in order to do so it will require the help of the entire CNG Community. We will continue to organize fundraising activities, such as the extremely successful candy sale that took place during late September 2008, and we hope to receive the support of every one of you. In addition, the participation of Alianza students as volunteers working side by side with CNG students has made us grow closer to our peers in Alianza schools, and we wish to continue with those efforts in the future. Allow us all to engage in the realities that take place in the margins of our cities, away from the safe havens of our homes and schools, in places where shelter takes on true meaning.

The gratifying success of the construction of the first house has led us to pursue a more ambitious goal: the construction of five more houses with the participation of the remaining of the student population. We have recently presented the project to the students outside the NHS, whom with an unprecedented enthusiasm signed in for the construction of the next houses.

Nevertheless, for this to be possible, we must first raise the necessary funds. One house has a cost of $3,100,000 pesos, and henceforth we must raise a total of $15,500,000 pesos for the five houses. As students we have established a goal of earning $5,000,000 pesos through school activities such as the previously executed candy sale. Nevertheless, we call forth to the CNG community for the remaining $10,500,000 pesos. These funds will enable us, the students, to fulfill our goal of constructing houses for families who need them.

If you would like to contribute to this cause please email María Alejandra Oso-río at: malejandraosorio@gmail.com
Un esfuerzo que vale la pena:
El Congreso de Literatura

Por: ROSALBA FIGUEROA, GLORIA GÓMEZ y MARTHA TORRES,
Profesoras de High School

Muchas veces surge la pregunta de si vale o no la pena invertir esfuerzo, dedicación y tiempo en nuestro Congreso. La respuesta es sí.

El congreso de literatura es una actividad extracurricular que se ajusta a la misión y visión de nuestro colegio. Los estudiantes fortalecen el espíritu al compartir con estudiantes de otros colegios, en un ambiente de fraternidad y respeto, las experiencias de lectura que le abren espacios a la imaginación y al intelecto. Se preparan los líderes y se educa la mente con la oportunidad de exponer y analizar los distintos puntos de vista que surgen de la investigación sobre los autores propuestos. Profesores y alumnos interactúan dentro de un ámbito académico de gran exigencia, en el que se pretende alcanzar un grado superior de análisis y crítica.

Durante dieciocho años consecutivos el Congreso ha rendido homenaje a los más grandes escritores latinoamericanos como Gabriel García Márquez, Jorge Luis Borges, Julio Cortázar, Manuel Zapata Olivella, Álvaro Mutis, Pablo Neruda, a Juan Rulfo y el año pasado al mexicano Carlos Fuentes, quien el próximo 11 de noviembre conmemora sus ochenta años y lanza su última novela La voluntad y la fortuna “... que refleja su singular prosa “ (El Siglo, oct. 24 de 2008).

Hasta ahora, el congreso se había organizado para conmemorar el Día del Idioma. Sin embargo, este año vamos a tener dos cambios: primero, se anticipará para el 17 de marzo, durante la Semana Cultural de la Escuela Secundaria, y segundo, se le dará la impronta del lenguaje pedagógico que se está difundiendo en el colegio, en relación con los logros y estándares de lectura, investigación, escritura, expresión oral, medios audiovisuales y de comunicación planteados en el nuevo sistema curricular.

Finalmente, este año celebraremos la XIX versión para la cual fue elegido el escritor argentino Ernesto Sábato.
El día 23 de abril de 2008, en el Colegio Nueva Granada, nos reunimos los amantes de la literatura para rendir homenaje a uno de los más grandes escritores de latinoamérica: Carlos Fuentes. En este décimo octavo Congreso de Literatura Hispanoamericana, estudiamos al renombrado escritor mexicano, quien celebra el 11 de noviembre sus ochenta años de vida y al mismo tiempo, conmemora los cincuenta de la aparición de su novela *La región más transparente*.

El día del Congreso se reúnen los alumnos de Español de diferentes colegios en el teatro del Nueva Granada. Se observa cómo algunos nerviosos estudiantes se preparan para presentar sus ponencias y en ellas analizan diferentes temas relacionados con las lecturas de las obras de Carlos Fuentes. Al momento de la bienvenida, un compañero y yo recibimos a los exalumnos, como Juan Carlos Botero que se dedica actualmente a la escritura, a los organizadores del evento y, con mucho orgullo también recibimos al embajador de México señor Fernando Sandoval. Después de la bienvenida, todos asistimos a la exposición y discusión de veinticuatro ponencias, en cada una de las cuales se daba una visión crítica de la obra de Fuentes, de las novelas como *La muerte de Artemio Cruz*, *La silla del águila*, *La región más transparente*, *Gringo Viejo*, entre otras, muchas de ellas relacionadas con su vida, con los hechos históricos de México y con la sociedad latinoamericana.

Al finalizar las ponencias, recibimos en el teatro al señor Conrado Zuluaga director editorial de Panamericana, quien cerró la parte académica del Congreso con una conferencia donde se nos presentó a un Carlos Fuentes, para muchos desconocido. Al terminar la conferencia del señor Zuluaga, estudiantes y profesores nos dirigimos al gimnasio a disfrutar de un almuerzo con un “toque mexicano” y luego regresamos al teatro para cerrar el Congreso con el momento artístico.

Personalmente, me siento muy orgulloso de poder escribir acerca de uno de los más grandes escritores de Latinoamérica y sin lugar a dudas el escritor más reconocido por su amplia producción literaria. Disfruté mucho de las ponencias, de haber participado en la bienvenida al Congreso y también de haber sido mencionado alrededor de cinco veces por el Sr. Zuluaga en su conferencia acerca de Fuentes.

Agradezco la oportunidad que se me dio de formar parte del protocolo del evento y recomiendo a otros estudiantes dar el paso adelante para contribuir con actividades académicas que nos permitan ponernos en contacto con el mundo de la literatura.
This year I have been given the privilege of coordinating the Classroom Without Walls (CWW) Program. This is an experiential learning curriculum which offers K4 to 12th grade students the opportunity to learn outside of their classroom walls. Outdoor education offers students the possibility of learning by doing and applying their knowledge to real world experiences.

In an effort to support CNGs’ social programs, specifically the Hogar Nueva Granada and the Alianza Educativa, we are currently offering the students from these schools the opportunity to live the same experiential learning experience. Under the leadership of Cristina Fernández, former P.T.A. president, and Amparo de Rocha, CNG’s liaison with HNG, the funds raised last school year with the sale of the CNG elephant sculptures was destined for this purpose. Additionally, Bluefields, one of the Outdoor Education companies that lead our trips, created a program called Helping Hands. Through this program, Bluefields allocates a percentage of their annual income to an outdoor education program offered to students that belong to the sister schools of the schools they work with. In our case, the Hogar Nueva Granada students have already benefitted from this experience.

On October 14th, forty-five 1st grade HNG students went to a petting farm, La María, in Cajica. On October 16th, the same number of pre-school students went to Suesca. These children had never had the opportunity to enjoy the outdoors under the constant supervision and guidance of experienced counselors. As Andrés Bernal, one of the Bluefield’s guides later expressed; “I have experienced in programs such as Suesca and La Maria that the HNG children smile from their heart, because the simple, but truly valuable things of life, recover all of their strength. Not taking full advantage of the opportunities that life puts ahead of us has always disturbed me. I believe the HNG children are the most recent example of how a group makes the most of these types of activities.”

We have received numerous cards and letters from the HNG children and parents. One of the parents expresses; “Quiero expresarles mis agradecimientos por la invitación que le hicieron a mi hijo para la salida a la Granja para conocer y gozar de cosas maravillosas y muy lindas... yo estoy muy feliz y muy agradecida por todo lo que están haciendo por nuestros hijos que son el futuro de mañana.”

Additionally, we are currently working with Zambo, another outdoor education company that will lead our 10th grade trip to Guajira –Tayrona. We will be inviting students from the Alianza Educativa schools to this trip. Zambo will be donating part of the required funds. This will be a wonderful and memorable experience not only for them but also for our 10th graders.

These two programs are examples that confirm that, with the joint effort between our community and the companies we choose to work with, we can continue to make dreams possible for many children. We can continue to experience the joy of giving while offering all students the outdoor education experience.
Una historia, más de 600 fotos* para contarla.

Toda la energía que necesita tu cámara para tomar más de 600 fotos* está en las pilas Energizer Ultimate Lithium, que además te permite guardar tus mejores momentos.

*En cámaras digitales vs. pilas alcalinas comunes en aparatos de alto consumo.

Más Energía por mucho Más Tiempo*.

* vs. pilas comunes de Carbón Zinc.
During the 12th, 13th and 14th of September, the Granadino School organized the IV Model of United Nation in Manizales. Colegio Nueva Granada sponsored the participation of 20 students from the five schools of the Asociacion Alianza Educativa.

We left on Thursday the 11th at 6:00 A.M. and we came back to Bogotá on Monday the 15th at 5:30 P.M. CNG was represented by two teachers, Norberto Diaz from High School and Hugo Poveda from Primary School. The Alianza Educativa was represented by one teacher of the MUN and the Social Studies coordinator.

I have to recognize the excellent work the students did during the model. Four out of the five delegations won the best representative award and the outstanding representative award. The other delegation won the best portfolio award. Also, the kids from the Alianza Educativa stayed with the students of the Granadino School. The behavior of our kids was awesome.

During the MUN, the students from the different participating schools got together and they built strong relationships. This event was an opportunity where kids enriched their knowledge and learned more about themselves, the people around them, their country, and the world they live in.

In short, it was an unforgettable and enriching experience for all of us. Thanks to the support of CNG, twenty students from the AAE could reach some of their dreams and keep on working in their goals as future leaders.
Hace dos años nuestros estudiantes eran solo unos niños, fascinados por los computadores y los adelantos tecnológicos; adelantos que han cambiado conceptos, prioridades y el orden de las cosas.

Ahora, estos mismos estudiantes de los grados 10 y 12 son maestros, quienes con la dirección de Guzman Julio, enseñan cada semana a un grupo de adultos beneficiarios del programa de educación continuada, como manejar un computador.

Este conocimiento les dará a los alumnos de educación continuada, mayores oportunidades y herramientas para un mejor desempeño en sus respectivos trabajos. La voluntad, el deseo de aprender, combinados con el esfuerzo y compromiso de los estudiantes del CNG, harán que los sueños y las esperanzas de este grupo de adultos se hagan realidad. Nos da gran satisfacción el deber cumplido, conforme a los principios de la misión y filosofía del CNG.

STUDENTS BECOME TEACHERS

By: ALEJANDRO RAMÍREZ AND JUAN SEBASTIÁN TORRES

This year, we’ve had a wonderful experience as teachers of a group of middle aged people who never had the opportunity to study or receive formal education. What we love most about this experience is the eagerness of these students’ to learn a little bit everyday and the way in which they say “thank you” at the end of every presentation. For us, this has been a unique and magnificent experience because we have the chance to know these people and to share a little bit of our lives with them.
CNG’S HEART: CERTIFIED!

By: AMPARO DE ROCHA & MARIA MERCEDES SILVA

A wise man once said:
“Every society is judged by how it treats its least fortunate amongst them”

At CNG, we set the goal to obtain and maintain the ISO 9001 Quality Management System certification. One of the many things we have learned is the importance of having indicators in order to measure and act upon them for continuous improvement. At the beginning of this school year, we came across an indicator we hadn’t even considered to measure: The heart of the CNG community.

This 2008-2009 school year, welcomed us as it had never done before. It enfolded in the most loving and generous manner embracing the Hogar children, a present CNG student and one of its teachers. The first dose of Hepatitis A vaccine was given to 333 Hogar children, 30,150 c.c. of blood were donated to help a well-loved CNG student, and a teacher who has taught many (students and alumni) at CNG’s was given the possibility to travel to Guayaquil, Ecuador, in order to get special treatment for his facial paralysis. Besides 200 hundred Hogar students will benefit from the extraordinary opportunity to participate in outings guided by Bluefield’s, experiencing the unequaled opportunity of learning through Class Room Without Walls.

For CNG Students it was also a great gift. It was an opportunity to continue to learn about one of the most valuable and transcendent arts: The Art of Giving.

Mother Theresa wrote:
“The Garment of Love:
Love has a hem to her garment / That reaches the very dust.
It sweeps the street and lanes / And because it can, it must.”

It was during the past summer vacations that a CNG family encountered a bent in their road. Their youngest son and a 10th grade student was diagnosed with a special health condition that called for an intensive treatment including an undetermined number of blood platelets transfusions. CNG’s heart beat once again, with such intensity, that an immediate invitation to “not just live life but to give life” was put in action. There are no words that can describe the CNG Community’s overwhelming response to the blood drive: 107 members of this our extended family arrived early on September 11th to the Multi-Purpose room in this memorable occasion: the opportunity to give life!!!!
Each little child that belongs there experiences care, love and understanding every day. It is that stability and safety that builds up the Colegio Nueva Granada community, as it nurtures the heart and mind of all the Hogar’s children. Together, we are a whole, in the sense that seeing the Hogar flourish directly impacts how CNG embraces the opportunity to show care, love and commitment far beyond the boundaries of our school. That is why, every time we, as a school community, come together to benefit the Hogar, that effort is a reflection on us, as individuals, and as a whole.

Together, we have reached a goal set at the beginning of October, to fund the purchase of the first dose of Hepatitis A vaccine for the Hogar children. Hepatitis A, and Varicella, are outside the Plan Obligatorio de Salud (“POS”), yet as a school community we understood the importance of providing this additional shelter to the children at the Hogar.

Caring for the Hogar children is perhaps as important as caring for our own children, for they are an extension of what CNG stands for. Far beyond our community, the call to build up our social conscious through example is a quality that empowers our character and our country.

So, once more, and surely not for the last time, we have sent a strong message to Colombia, and to the community we are so proud to belong to. We have, as parents, students, administrators, workers and teachers, shown our unwavering support. We have achieved the blessing of touching the hearts of many, through our donations, our time, our ideas, and our love. Thank you, CNG, for your involvement and collaboration throughout our Spooky Disease campaign!

People from all walks of life: the student’s family members and friends, CNG dads, moms, teachers, family drivers, body guards, family house keepers and nannies, CNG bus drivers, “monitoras”, general services personnel, construction workers; blood from all nations: from Israel, Europe, USA, Canada, South America to Bogotá; blood from different generations: the young and the elder; all, united and determined to help our CNG community member’s heart continue beating.

Whenever a donor was rejected, he gave in a different way: sending a strong message of love and prayer for our dear friend’s recovery. And for those who had the option to donate blood, thank you, for DOING IT NOW and we hope in the future you DO IT AGAIN!
No hay palabras para describir lo orgullosas que nos sentimos de pertenecer a una comunidad como la del Colegio Nueva Granada. La solidaridad, cariño y generosidad de la gente que hace parte de esta comunidad no tiene límites. Hace solamente 4 días decidimos lanzar una campaña para ayudar al Prof. Hernández para que viaje a recibir un tratamiento médico que necesita como consecuencia de una severa parálisis facial. Hoy, 4 días después, Prof. ya está en un avión camino a Guayaquil para comenzar su tratamiento esta misma semana.

Comenzamos escribiendo un correo electrónico para mandarle a nuestros contactos de la comunidad, después este fue transmitido por la oficina de comunicaciones del colegio a toda su base de datos de ex alumnos. En cuestión de horas teníamos más de 200 respuestas de todas las esquinas del planeta diciendo que quieren ayudar a Prof. Estábamos extremadamente emocionadas y conmovidas, pero igualmente desorganizadas! Sabiendo que el tiempo era un factor importante en la recuperación de Prof., no tuvimos tiempo ni de abrir una cuenta para recibir los aportes. Al otro día el correo se mando a todos los padres del colegio como parte del correo semanal que envía el colegio, nuevamente más llamadas y más correos. Nos pasamos 2 días literalmente pegadas al computador y al teléfono contestando mensajes de ex alumnos, alumnos y staff del colegio que querían ayudar y hablando con el colegio para coordinar todo lo pertinente.

Debemos agradecer enormemente al colegio que fue fundamental en hacer todo posible y gracias a su gran ayuda el Prof. pudo irse tranquilo y nosotros pudimos contactar a toda la comunidad para involucrarla en esta labor. En tan solo 24 horas ya teníamos recaudados 10 millones de pesos!!! Llamamos a Prof. y le dijimos que se fuera preparando porque muy posiblemente se iba a poder ir ese mismo fin de semana, tan solo 3 días desde que nos reunimos por primera vez con el y le ofrecimos ayudarle. Nada mas de oír su voz ya estábamos seguras que estábamos haciendo lo único correcto que puede hacer una comunidad con una persona que le ha entregado 30 años de su vida con tanto cariño y profesionalismo. Este es el sentimiento general de toda la gente que se vinculó a esta campaña, todos nos decían “es que yo adoro a Prof.”, “tenemos que devolverle lo que el nos dio a nosotros por tantos años” “yo por Prof. doy lo que sea”, “mis hijos lo aman”…..Para todos nosotros, sus ex alumnos, Prof. siempre ha sido un educador ejemplar. Nos enseñó con disciplina y respeto a dar lo mejor de nosotros mismos. Siempre es una persona alegre que nos contagia con su positivismo y buena energía. Hoy en día los vemos en el colegio como si no le hubiera pasado un día desde nuestras épocas, cantando por el colegio, feliz y siempre con una sonrisa para sus estudiantes. También los vemos siempre pendiente de ayudar al Hogar Nueva Granada, motivando a los niños a traer cosas e involucrarse en esta labor social del Colegio. Todos sentimos un gran cariño por Prof. y lo único que queremos ahora es verlo recuperado.

Además de la alegría que nos da ver que le pudimos dar al Prof. la oportunidad de buscar un tratamiento efectivo como hubiéramos hecho con cualquiera de nuestros familiares, estamos llenas de orgullo de ver lo que es la comunidad del Colegio Nueva Granada. Somos una comunidad ejemplar...unida, responsable y definitivamente, con un GRAN corazón!!!
Queridas amigas:

Antes, un gran abrazo de agradecimiento a ustedes y a todos en el colegio, por haberme brindado esta oportunidad en procura de mi salud, en la cual vislumbro muy buenos resultados.

Después de mi primer tratamiento en Bogotá, he llegado a Guayaquil y me encuentro con un excelente médico cubano, que para mi es el mejor que existe.

La lesión fue mal diagnosticada en Bogotá. Aquí pude ver que era una lesión vascular media, y, que por no ser tratada a tiempo, puede ser más difícil mi recuperación. Sin embargo el doctor me asegura una recuperación cerebral completa.

A mis madrinas y padrinos que son en la mayoría ex alumnos, mis más sinceras gracias y los recordaré por darme esta segunda oportunidad a la cual no me creo merecedor, los quiero en demasía y estarán en mi corazón por siempre.

Con mucho cariño, Prof.

Alumni

CARTA DE PROF.
Por: GUILLERMO HERNANDEZ, Prof.

FELIPE LÓPEZ CABALLERO ‘64

Was honored with the Luca de Tena Journalism Prize for lifetime achievement, in May 2008.

ERNESTO LONDOÑO ’99

Our CNG Alumnus, journalist of the Washington Post, was commended by the Colombian Magazine Cambio, September issue, as one of the most recognized journalist of the Washington Post for his work, sent from Irak in the middle of the war zone.

OFELIA RODRÍGUEZ ’64

A well-known artist around the world, our CNG Alumna was invited by Gloria Zea to present her work "Antologia" at the Museum of Modern Art in Bogotá during the month of November.

NICOLÁS PAUTASSI ’01

Graduated on April 12th, 2008 from the Javeriana University, and was honored at his graduation ceremony for obtaining the highest grade point average in Industrial Engineering.

ALUMNI REUNIONS

CLASS of 1979 - 30 Years

Date: May 15th, 2009
For more information contact:
Claudia Vasquez
claudiavasquezm@gmail.com

CLASS of 1989 - 20 Years

Date: June 5th, 6th and 7th, 2009
For more information contact:
Maria Isabel Carillo
belita@etb.net.co
Maybe the hardest part in organizing a 20-year class reunion is the realization of how much older we really are.

When our time came, it could have been said that one of the biggest characterizations about the Class of ‘88 was procrastination - as we waited until March to really start organizing in crisis mode.

By that time, three separate groups had given it a half-hearted start. One had created a group on Facebook, one had asked around the school about what others had done and what contact info was to be had, and the third was working as a volunteer in the Hogar and wanted to donate a Class Gift. The latter, a tradition started by the Class of ‘85, followed by the Class of ‘87, seemed like a noteworthy way to give back to the school and to those poor communities around the campus we had worked with in Alfabetización and Servicio de Salud.

One evening in late March, eleven of us met to discuss what had to be done. The date was easy since we could advance of Homecoming celebrations and then have our own event the next day. A list of e-mails was made of everyone we could remember, not just who had graduated with us, but also who had spent years at CNG and then had had to move away. Everyone took a job: some took charge of the class lunch, others decided to gather information for a Virtual Andean, and a third group was assigned the task of raising money for the Class Gift.

As the ball got rolling, everything started falling into place. Luckily, one of our classmates had just opened a beautiful restaurant in Chia and was ready to host the event, and it even came equipped with a home theater equipment to project the Virtual Andean. Thanks to the power of new technology, alumni from as far away as the Netherlands, Barcelona, and Iraq were able to send their information, pictures, and donations with active participation. Old pictures were scanned and sent in, and the 80’s hairdos were prominently featured in our Virtual Andean...

As for the Class Gift, our initial goal was to reach $20 million to be allocated towards the new bachillerato class at the Hogar. We suggested donations of $500,000 and as some came way over others gave what they could from their hearts. But five days away from our reunion we had only raised $9 million with only 8 donors. Therefore, the fund-raising group started an e-mail “teletón”, offering a myriad of options to capture the donations and pledges. Thanks to on-line donations, even one classmate on honeymoon was able to contribute.

When the day came, 40 of us gathered in front of the elephant in the primary playground for a class shot. At that moment, we all felt like the kids we were 20 years ago - surrounded by friends we knew every secret about and had shared every growing pain with. When we toured the Hogar, the choir sang their anthem while various children presented to us artistic renditions of their “sueños” - what they wanted to be when they grew up. The Class of ‘88 was able to present the Hogar with a Gift of $24 million pesos, an embodiment of our commitment to each other and to our community.

Thanks to new technologies, we again reconnected with friends in every corner of the globe, and were able to include everyone in the reunion through the Virtual Andean, that we shared on-line. Thanks to CNG, we created bonds and friendships that have endured over 20 years and certainly for the rest of our lives.
mandala
(noun)
1. Hindu or Buddhist graphic symbol of the universe
2. Mandalas are healing mediums for the soul

YO SOY • YO PUEDO • YO TRANSFORMO
deseos  sueños  magia