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.

Alpina

Alimenta tu vida
CONTENTS

2 ADMINISTRATION

2 BUILDING OUR CNG COMMUNITY
   By Francisco Díaz

3 BILINGUAL EDUCATION, THE CHALLENGE
   By Consuelo Sánchez Prada

4 BAZAAR 2007, BUILDING COMMUNITY
   By Asociación de Padres

6 MI SANGRE PERTENECE AL COLEGIO NUEVA GRANADA
   Por Emilia Giraldo

9 CNG FREE FROM CHEMICAL DEPENDANCY
   By Timoty Ryan

10 BUILDING COMMUNITY AT THE ELEMENTARY SCHOOL
   By Natalia Rico Hernández

18 DESTINATION IMAGINATION
   By Barry Gilman

20 CONDOR ACTIVITIES
   By Solita Barón

21 A WORLD WITHOUT SCHOOLS
   By Katherine Davidson’s Class

22 CNG’S SHADOWS
   By Mariana Jiménez

24 READ TO SUCCEED
   By Liliana Borrero

16 PRIMARY & ELEMENTARY SCHOOL

25 MIDDLE SCHOOL

25 REMOVING BARRIERS TO COMMUNITY, 21st CENTURY TECH ETIQUETTE
   By Kaleroy Zervos

26 MATH EDUCATION AT CNG
   By The CNG Math Team

28 HEALTHY COMPETITION
   By Bobby Hernández

32 MODELO DE LAS NACIONES UNIDAS
   By Marco Tulio Gómez

33 A FEW LAST WORDS BEFORE I FINALLY GO
   By L. Márquez

34 COLLEGE ACCEPTANCE
   By María Lucía Puerta

36 CLASSROOM WITHOUT WALLS
   By Sheldon Gunther

39 LEADERSHIP
   By Dr. Michael W. Adams

11 PARENT INSIGHTS

11 ALGO PARA PENSAR
   Por Eduardo Lara

11 STUDYING, WORKING & VOLUNTEERING AT CNG
   By Mónica Chávez

12 IMAGINE THE CNG COMMUNITY OF THE FUTURE
   By Juan Alberto González

13 ON THE NEW PARKING RULES ADOPTED AT CNG
   By Francisco Cacho

14 CONOCIENDO LAS FAMILIAS
   Por Maria Constanza Castellanos

40 SOCIAL SERVICE

40 HAVE YOU THOUGHT OF GIVING A SCHOLARSHIP?
   By Rebeca Donoso

40 PASSING ON THE GIFT
   By Meme Gamboa & Enrique Gamboa

39 ACTIONS THAT MAKE A DIFFERENCE
   By Alexander Aristizabal

30 GENETICS: A CLASS THAT CROSSES BORDERS
   By Amy Stewart

44 ALUMNI

43 FROM BROWNSTONE TO BAGHDAD, TV CREW ARMED WITH INGENUITY
   By Elizabeth Jensen

44 PASSING ON THE GIFT
   By Meme Gamboa & Enrique Gamboa

29 HIGH SCHOOL

29 ACTIONS THAT MAKE A DIFFERENCE
   By Alexander Aristizabal

30 GENETICS: A CLASS THAT CROSSES BORDERS
   By Amy Stewart

32 MODELO DE LAS NACIONES UNIDAS
   By Marco Tulio Gómez

33 A FEW LAST WORDS BEFORE I FINALLY GO
   By L. Márquez

34 COLLEGE ACCEPTANCE
   By María Lucía Puerta

36 CLASSROOM WITHOUT WALLS
   By Sheldon Gunther

39 LEADERSHIP
   By Dr. Michael W. Adams

40 SOCIAL SERVICE

40 HAVE YOU THOUGHT OF GIVING A SCHOLARSHIP?
   By Rebeca Donoso

40 PASSING ON THE GIFT
   By Meme Gamboa & Enrique Gamboa

InSights 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 Office

ADVISORY COMMITTEE
Dr. Barry McCombs (Director)
Maria Isabel Wiesner (General Manager)
Rebeca Donoso (English Teacher)

EDITOR
Maria Isabel Gómez migomez@cng.edu

EDITORIAL SUPPORT
Rebeca Donoso

DESIGN & LAYOUT
Eulalia Ospina

PHOTOGRAPHY
Zamira Páez
Maria Isabel Gómez
Jean Carlo Jursich
Guzmán Julio
María José Mora

PRINTED BY Cima Impresores

Cra 2 Este Nº 70-20 Bogotá Colombia
TEL 212 35 11
www.cng.edu
A strong belief behind the philosophy of CNG is that challenging academics can coexist with a supportive and collegial environment; in fact, they will enhance each other. In a strong community, individuals support one another in the pursuit of personal achievement but are guided, individually and as a group, by the School’s values.

CNG’s philosophy explains the importance of encouraging and praising individual achievement and fostering virtue within a challenging academic environment.

As we strengthen our individual link to CNG it is important to revisit some of the key elements that we believe comprise our community:

- An inclusive culture that values diverse viewpoints and embraces students, parents and faculty from the full spectrum of racial, ethnic and cultural backgrounds;
- A strong advisory program that considers the individual needs and development of each student;
- A caring community dedicated to the emotional and physical health and well-being of every student;
- A collegial environment that encourages teamwork and fosters the development of lasting and positive relationships;
- The celebration of traditions that provide a positive connection between current students and CNG’s rich heritage.

- Commitment to community service primarily through Hogar Nueva Granada and Alianza Educativa as an integral part of the CNG educational experience.
- The cultivation of ethical and moral values, and their incorporation into every aspect of CNG everyday life.
- How individuals interact and communicate affects the strength of a community. The school is committed to encouraging an environment of positive relationships and mutual respect, understanding and acceptance among students, their families and faculty.
- In a supportive community, individuals will feel secure in their efforts to learn and will feel emboldened to take risks and learn from mistakes.
- Only with such a community will students become prepared as successful citizens of the global environment to lead lives of purpose and service.

Having revisited some of the key aspects of our community I would like to encourage all constituents (Parents, Students, Faculty, and Alumni) to be proactive in their actions as we jointly strengthen our legacy.

There are many ways by which each of us can help to build our community; and to mention just a few:

- Encouraging teachers to become better every day by embracing “Ventures for Excellence” (A continuous professional improvement methodology adopted by CNG for our faculty); learning more
When people talk about bilingual education some wonders come to my mind as an in-service teacher of English in a public school in Bogotá. I wonder, for example, if we have the possibility of becoming bilingual in a context where there are low resources, lack of contact with native speakers or, at least, with international TV programs, underdevelopment in terms of technology, limited future expectations, to mention just some of the current conditions. Are we going the right way? Is English the best choice to be bilingual? Through this course at the Teaching Training Institute (TTI), I have found part of the answers for those concerns and that is one of the positive aspects of this experience.

Here we have reflected and discussed in-depth about education in a global environment and that has given me a wider view of our own role at school and in society. Moreover, having the chance to discuss curriculum and instruction, diagnostic teaching, classroom management, technology, assessment, and differentiated teaching, has helped me to update knowledge, learn new concepts, and improve my teaching practices at school through the implementation of a good number of teaching techniques. It has also helped me to analyze learning goals and outcomes with effective strategies. What is more, I have realized how important it is to observe and identify students’ individual needs, interests, abilities and disabilities in order to make accommodations to the curriculum and achieve a better learning process. Bearing in mind those aspects, I can reflect upon the idea that our schools, and maybe traditional teaching methods, are outdated. However, I consider that it is never too late to start making a mind-change and doing something to create a Colombian education which is more inclusive and participative.

Furthermore, with this course, I have practiced my communicative abilities in English and improved the language proficiency. Our teachers and classmates have a high level of English, so it has been demanding and enriching at the same time. Playing the role of teacher-student, I have shared my experiences and concerns about education in Colombia and specifically in public schools in Bogotá.

Finally, at this stage of the course I am able to infer that bilingual education has many advantages in both developed and underdeveloped societies. It can access the modern world, technology and globalization. Nowadays, having a second language and knowing others’ cultural background gives people the chance to share and learn together. The idea of internalizing another language and culture, being competitive in both native and foreign languages, is challenging and hard work but, now, I think it is certainly possible with the support of the government and the entire educational community.
Construir Comunidad
BAZAR 2007
Querida Comunidad CNG:

Gracias a la participación de todos ustedes logramos nuestro objetivo del bazar “Construir Comunidad promoviendo espacios de recreación sana”, donde se vieron reflejados los valores de: Citizenship, Respect, Responsibility, Caring, Fairness, y Trustworthiness entre todos los asistentes.

Tuvimos una excelente asistencia superando nuestra expectativa de contar con 3.000 personas, contamos con la presencia de 52 expositores en Kermés, 32 proveedores en el pabellón de comidas, 7 compañías a cargo de recreación y entretenimiento y 19 stands publicitarios y de tecnología. Contamos con artistas de talla internacional como Fanny Lu, Sin Ánimo de Lucro, Marré, Gilberto Daza y Memento y un concurso de grupos de alumnos del colegio, que dejó ver el talento musical que existe en nuestra comunidad.

Aprovechamos para agradecer a todas las compañías que confiaron en nosotros y nos apoyaron con su patrocinio haciendo posible la realización de este evento.

El dinero recaudado será invertido en fortalecer el programa de valores; y en el proyecto de tecnología que lidera la junta directiva del colegio.

Hemos recibido muchas cartas de felicitación dando fe que el Bazar CNG 2007 fue todo un éxito! Gracias.

“Desde que empezamos a trabajar en torno al Bazar, nuestro equipo, sin proponérselo, pero unánimemente, quería construir. Construir algo que permaneciera a través del tiempo, que nos enalteciera como seres humanos y que irradiara ejemplo en nuestra sociedad.

De ese sentir nació nuestro lema “Construir Comunidad fomentando ambientes sanos de recreación”. De ese sentir también nació nuestro trabajo. Un trabajo arduo, largo, meticuloso. Pero a fin de fines, un trabajo muy gratificante.

Nuestros agradecimientos van encaminados a quienes aportaron decididamente a este proyecto; a quienes aportaron su tiempo y su esfuerzo; a quienes se hicieron presentes este 5 de mayo permitiéndonos culminar así lo que nació como una idea.

Ahora queremos invitar a aquellos que por diversas circunstancias no nos pudieron acompañar en esta ocasión, a que se vinculen en una próxima oportunidad y puedan participar ampliamente de todo lo que ofrece la Comunidad CNG.”
bro los ojos y pienso: Dónde estoy? Miro alrededor y veo monitores, aparatos, el atril con el suero y otras tantas bolsas que no sé qué contienen. Me acerco a “anoche” llegué a la clínica pero no entiendo por qué tengo tantos cables conectados si “sólo” era una infección urinaria. ¿Por qué estoy entubada? Estoy en Cuidados Intensivos, por qué? ¿Por qué tengo las manos amarradas a la cama? ¿Dónde están mis papás para preguntarles? ¿Cómo hacerlo si no puedo hablar? ¿Me duele algo? No, sólo el talón del pie derecho, por qué?

Veo caminar las enfermeras por frente de mi habitación. Oigo voces masculinas dando órdenes acerca de medicamentos y procedimientos. Todos pasan sin mirar hacia mi cama. Poco a poco voy identificando al personal de turno dependiendo del color del uniforme que usan.

De repente, en la puerta aparece un señor de uniforme verde manzana que reconozco como médico. Me saluda por mi nombre, dice que se alegra mucho que me haya despertado y que la “lucha” fue intensa pero que ya “estamos saliendo”. ¿De qué habla? Me pregunta si sé quién es y yo con la cabeza le digo que no. Su respuesta es: “Yo soy el anestesiólogo que estuviste contigo por lo menos en diez procedimientos...” ¿Diez procedimientos? ¡Por lo menos! No entiendo. De pronto me confundió con otra paciente; pero me saludó por mi nombre. No sé. ¿Dónde están mis papás? Ellos me dirán qué pasó de “anoche” a hoy y seguramente comprobaré que oí mal al anestesiólogo. Los oigo, pero ¿por qué no entran? Natis, mi hermana se ríe con mi papá. Pero si ella está en Malasia! No entiendo.” En ese momento empieza a entrar a saludarme el personal de turno. “Se despertó, qué bien!” “Mírela, abrió los ojos!” “Cómo se ha desinflamado!” “¿Le duele algo?” “¿Puede sentir y mover las piernas y brazos?” “Ay, mi niña, usted es un milagro...”

Entra mi papá y yo ya estoy atorada de preguntas, pero sé que él es muy puntual y me dirá lo que debo saber sin mucho detalle. Los detalles me los contará mi mamá. Mi papá sonríe, me besa la frente, me coge la mano inflamada que no tiene la venoclisis y ora. Agradece a Dios por mi salud y luego me mira. Con los ojos le pregunto qué ha pasado. Sé que él me entiende. Muchas veces nos comunicamos con sólo mirarnos. Su compañía y su habilidad...
de afrontar las situaciones con serenidad siempre me han dado seguridad, y en este momento necesito mucho de su compañía, su serenidad, y su seguridad. Me pregunta si los médicos ya me informaron qué pasó. Le digo que no nuevamente con la cabeza y es entonces cuando me cuenta todo. Dos semanas antes, cuando mi mamá llega a la clínica sin saber qué pasaba, se entera que mi condición es demasiado grave y que según el parte médico, su hija tiene menos del 5% de posibilidad de salvarse. “Luchemos entonces con ese 4% doctor, y dejemos el resto en manos de Dios. Hagan ustedes lo que consideren que deben hacer y no se den por vencidos nunca. Nosotros efectivamente había tenido cerca de diez intervenciones. Yo sabía que una infección podía descompensarme rápidamente por la diabetes. Lo que no sabía era que mi cuerpo había estado luchando contra un “asesino en serie” difícil de identificar y de combatir por su constante mutación, que se desplazaba silenciosamente por mi sistema circulatorio: la bacteria E.Coli. La situación se complicó al desarrollarse una septicemia, lo que significaba una infección generalizada. Esta desembocó en otra enfermedad mortal conocida como C.I.D. (Cuagulopatía Intravascular Difusa) en la cual todos los órganos sangran incontroladamente y la persona finalmente muere.

“...su hija tiene menos del 5% de posibilidad de salvarse. “Luchemos entonces con ese 4% doctor, y dejemos el resto en manos de Dios.”

haremos lo nuestro. “¿Podemos verla?”
Es la respuesta de la mujer más valiente que Dios ha puesto en mi camino y con la que me ha bendecido al tenerla como madre. El doctor los lleva a donde yo estoy y sale a programar la cirugía. Mis papás ponen sus manos sobre mí y oran: “Dios...gracias por habernosla dado como hija. Gracias por todos los momentos felices que vivimos con ella. Gracias por lo que nos enseñaste a través de ella; pero sabemos que no es nuestra, es tuya. Por eso, si ahora debe volver contigo, te la entregamos con todo amor y aceptación, pero si todavía no es su momento, permite que se recupere.”

Y yo empecé a reaccionar.

En cuestión de horas se formó la más poderosa cadena de oración y de energía, integrada por mi familia y amigos de Colombia, Estados Unidos, España, Grecia, Italia y Malasia, todos seres maravillosos, que se constituyó en la más poderosa fuente de fe que me sostuvo con firmeza.

Ya llevaba más de dos semanas en la Unidad de Cuidados Intensivos y también tuve falla renal que agravó más el panorama puesto que aún no existe medicina para tratar la insuficiencia renal. Mi papá, como médico, me explicaba que con sólo una de las condiciones anteriores se moría la gente. Yo las tuve todas juntas y seguía con vida!

En varios momentos críticos, los médicos se vieron obligados a actuar por instinto ya que no podían esperar que llegaran los resultados del laboratorio para tomar decisiones. Mis niveles de bicarbonato y de ph estuvieron muy por debajo del nivel mínimo con el cual puede vivir la célula. En 12 horas se consumieron cuatro veces los glóbulos rojos y fue necesario transfundirme 49 litros de sangre. Normalmente, el cuerpo contiene alrededor de 5 litros, lo que quiere decir que me desangré 10 veces. Las reservas del banco de sangre de la Clínica Reina Sofía se agotaron. Las donaciones de mi familia no fueron suficientes, faltaban muchas más.

Fue entonces cuando llegó el respaldo generoso del Colegio Nueva Granada. A mis papás se les quebró la voz al empezar a relatarme la forma en que la comunidad del Colegio Nueva Granada y del Hogar Nueva Granada se había volcado a ayudarme. Me hablaron de los miembros del “staff”, padres de familia, alumnos, ex-alumnos, personal de servicios generales...todos intentando donar sangre. Me contaron del bus que trajo a un grupo de personas a la clínica, de profesoras y madres que invitaron a mis hijos a sus casas durante mi hospitalización, de familias de distintas religiones ayunando y orando al mismo Dios por mi salud, por mis hijos, del ofrecimiento de traer personal médico de los Estados Unidos si era necesario, de las incontables llamadas que recibían diariamente preguntando por mi estado y ofreciendo su apoyo incondicional. Me mostraron...su hija tiene menos del 5% de posibilidad de salvarse. “Luchemos entonces con ese 4% doctor, y dejemos el resto en manos de Dios.”

“Siento que esta experiencia me ha proporcionado la oportunidad, de reconstruir la fuerza con la que verdaderamente late el corazón del Colegio Nueva Granada. Puedo incluso afirmar literalmente que mi sangre pertenece al Colegio Nueva Granada!”
las tarjetas que me habían hecho mis alumnos y me las leían porque yo no podía. Una de las ventanas de Cuidados Intensivos se convirtió en la cartelera donde se colgaron todos los mensajes de esperanza, amor, cariño, y solidaridad que contenían los pensamientos positivos enviados individual y colectivamente desde el Colegio y desde diversas partes del mundo. No sólo me cuidaron a mí, sino a mi familia también. Ellos tuvieron la fortuna de disfrutar de compañía constante y afectuosa. Recibieron bocados deliciosos, jugos refrescantes, chocolates que les endulzaron los ratos amargos y muchos abrazos y palabras de aliento. Muchos amigos de la comunidad fueron a la clínica aunque sabían que

no podían verme. Hubo compañeros de la promoción del '94, año en que me gradué del Colegio, que también donaron sangre y estuvieron acompañando a mi familia. Me llegaron igualmente mensajes de optimismo de amigos y ex-alumnos que viven fuera de Colombia. Permanentemente me sentí acompañada, querida y respaldada por Dios, mi familia, amigos, compañeros y miembros de la comunidad del Colegio. Siento que esta experiencia me ha proporcionado la oportunidad, de reconfirmar la fuerza con la que verdaderamente late el corazón del Colegio Nueva Granada. Puedo incluso afirmar literalmente que mi sangre pertenece al Colegio Nueva Granada!

La recuperación ha sido lenta. Necesité de terapia física para los músculos y respiratoria para recuperar la voz y para mover los pulmones y situarlos en donde debían estar. Por mis venas transitió todo tipo de antibióticos. Aprendí a comer y a respirar de nuevo, y aunque aún no me han dado 100% de alta, lo que falta es poco.

Todos los días agradezco a Dios por la familia que me dio, por los médicos que llevaron mi caso y que siguen cuidando de mí, por haberme permitido vivir 14 años de estudiante y 5 de profesora en el Colegio Nueva Granada. Le doy gracias por mi vida. No importa si ha sido difícil o agradable, porque lo que realmente valoro es que cada circunstancia me ha enseñado algo, y ese aprendizaje me ha permitido crecer moral, emocional, e intelectualmente. Le doy gracias por pertenecer a tan selecto grupo de seres humanos que me ha visto crecer, a una comunidad con la cual he afianzado valores esenciales como la solidaridad, la eficacia del trabajo en grupo, la generosidad, el no darme por vencida aunque la balanza esté en un 96% en contra mía. Diariamente, en mis oraciones, pido por los que pusieron de su parte para mi mejoría y por los que rogaron por mí a Dios. Estoy segura y ruego a Dios que ese beneficio, que muy generosa y ampliamente me dieron, les sea retribuido y multiplicado. Siento que es la forma más significativa de agradecerles su apoyo y su amor.

Hoy en día me emociono con cada amanecer, beso a mis hijos y a mis padres cada vez que puedo y les digo cuánto los amo. Vivo intensamente cada segundo con mi familia y mis amigos, y pienso constantemente: “Desafié la ciencia, me salté lo que estaba escrito en los libros de medicina, confirmé para muchos la existencia de Dios, probé el poder de la oración individual y en grupo, y... VOLVÍ A NACER!”

“Tarjeta elaborada por Bernardo Cárdenas y Daniel Cortés, estudiantes 1 de Primaria”
FCD is a private non-profit organization located in Newton, Massachusetts, USA.

For thirty years, FCD has been providing substance abuse prevention to hundreds of schools throughout the United States as well as around the world. One of FCD’s core beliefs is that substance abuse prevention is not a program, it is a climate. FCD works not only with students but also with administration, faculty and parents. Substance abuse is a community health issue and it takes a comprehensive community approach when it comes to substance abuse prevention education.

Since 2001, FCD has been working with the Colegio Nueva Granada community. As with all of FCD’s client schools, CNG and FCD have been working together to improve the overall health of the community. This has been done by empowering the young people of the CNG community to make healthy decisions when it comes to alcohol and other drug use. Children and adolescents are more likely to listen and make healthy choices when they have accurate up-to-date information and are shown respect and are listened to. It is also important that children and adolescents are given clear, consistent expectations for behavior, exposed to positive role models and rewarded for choosing to live drug free.

Throughout the past six years FCD has continued to build strong ties with the entire CNG community. This was most recently evidenced this year by a strong parent showing at the FCD parent meetings. At this meeting parents were presented with factual information regarding substance use and how they as parents can help their children to make good choices. One of the topics at the meeting was the age a person may first use alcohol. Research tells us that the younger a person is when they first use alcohol, the greater the chances for addiction. The reason for this has to do with brain development. The adolescent brain is still developing and alcohol or other drug use can and does have negative effects on the developing brain. During the teen years it is important that adolescents acquire social skills, establish values, develop interests and learn to cope with emotions. Adolescents who use alcohol to relieve boredom, to escape, and to deal with feelings, may never develop these capabilities on their own.

FCD is committed to educating communities about substance abuse issues. However, it does take a commitment from the entire school community in order to empower students to make healthy life choices. The students, administration, faculty, and parents of the CNG community have all shown a commitment to change such a climate. Substance abuse education is not a one time inoculation and needs to be ongoing. Therefore, continued interest and support is needed throughout the entire community. It is through these efforts that a community becomes healthier and stronger as a whole.

For more information visit our website: www.fcd.org
En Colgate no sólo cuidamos tu sonrisa

También cuidamos tu piel, tu cabello, tu imagen, tu ropa, tu hogar.
What has it been like to take the Teacher Training Institute courses as a CNG mother? What does one have to say about FINALLY making a “half stop” as a mother and a volunteer at CNG to rediscover your own learning style and the situations you or your best friends coped with while at school, reflect upon the learning problems children experience and parents sometimes discover? What does one say when life itself takes a different path thanks to 18 months of updating with the latest research in education?

To compress and condense all it meant to me I have to say that it was a life-changing experience because it allowed me to understand myself and others, what school and education should be about and what we sometimes make of education out of ignorance. It was worth the effort and the family's patience.

Most of them have a mental structure General Managers would envy and would not always be able to comprehend or imitate; and while GMs deal with services, products, and customers, teachers are sculpting our children’s minds and spirits in untold ways. They are designing the future of a civilization!

They are capable of taking care of the learning, mental, and emotional processes of more than 20 kids and sometimes of parents that keep their eyes wide open to check if what those teachers are doing agrees with what education means to them! More than that, most of these indispensable human beings have their own children and partners to tend to and all they do throughout the day is give, give, give and prepare materials for the next day!

It is so easy to complain about them and so very difficult to imagine what it entails to be a teacher and not to even mention what it means to be a good one! And I have seen this as a mother, a substitute, and a volunteer at the CNG community. TTI program opened my eyes to the real world behind the scenes of teaching and I am forever indebted to that marvelous opportunity. I now think twice before so lightly and quickly judging anyone involved in the most generous and crucial profession. There are no words to describe who they really are, how each one gives his or her unique touch and flavor to the classroom, and what they truly mean to the world.
Education has become a fundamental piece for the social and economic growth of our countries. We as citizens and students need to think on the future of our country, we are living on a new world where economic changes, social changes, cultural changes have brought a new perspective into our lives, where our capacity for learning and adapt has become essential.

Technology plays an important role in our lives, changing the way we interact with others, the way we study, the way we do our homework, the way we can do our grocery shopping, the way we buy and listen to music, the way governments give new services for citizens, the way we make transactions with the banks, the way we find our favorite book on the Internet, etc... Technology has become a key enabler in our lives.

One of the most exciting areas where technology is having a starring role is in Education. In Colombia we still have a lot of opportunities, despite real improvements in access to, and use of, information and communication technology in education. Many students and teachers still lack basic access to technology and training. The result is a widening ICT skills gap that contributes to disparities in the quality of life, competitiveness, and economic development. A call for an education reform has intensified in recent times as a direct result of increasing economic, technological, and societal demands outside of school and an ambitious, digital generation of students inside the school. Governments and education leaders are discovering that an education system designed decades ago may not be sufficient to prepare today’s students for tomorrow’s challenges. New technologies, changing demographics, and economic globalizations are forcing leaders to confront long held assumptions about education while raising some key questions for all of us:

- What does a school with rigorous curriculum that students are actually excited to attend look like?
- What skills and knowledge do students need to have to be prepared for college and then to be successful in the workplace?
- How many computers per students do we have?
- How many hours we spent on computers learning science and math?
- How can schools increase not just access to technology, but also the capabilities of individuals to use these tools effectively?
- What new capabilities are needed to bring this change?

A critical aspect of building this capacity and change involves developing a shared vision for what a changed education system could look like. There are key elements for this:
1. Emphasize on core subjects: The change begins with mastering the basic skills found in the core subjects such as reading, math and science.

2. Emphasize learning skills: Information and communication skills, critical thinking and problem solving skills and interpersonal and self directional skills.

3. Use 21st century tools for developing learning skills: Students who have lack access to and the ability to use digital technology will increasingly be at a disadvantage in work and life. Schools must promote digital inclusion programs.

4. Teach and learn in a 21st century context: Students need to learn academic content through real world examples, applications and experiences both in and out of the classroom.

5. Teach and learn 21st century content: The challenges of this new century require student to develop better global awareness, financial, economic and business literacy and civic literacy.

6. Use on 21st century assessments that measure 21st century skills: Create policies and new strategies, tools to assess student mastery of these skills and knowledge.

GOVERNMENTS AND EDUCATION LEADERS ARE DISCOVERING THAT AN EDUCATION SYSTEM DESIGNED DECADES AGO MAY NOT BE SUFFICIENT TO PREPARE TODAY’S STUDENTS FOR TOMORROW’S CHALLENGES.

Imagine the CNG of the future, where we have a system of education that adapts to the individual students needs instead of the individual student adapting to the system needs. Imagine that everybody has access to a mobile computer, imagine that teachers, parents and students are connected and they can share in their children’s learning, receive and give online feedback. Imaging having access to other schools via Internet, sharing voice, video and content. Imagine digital dashboards linked with classroom levels to give teachers a whole system view of their students. Teachers will see warning signs of student achievement decline and receive recommendations for appropriate interventions that can be immediately applied. Imagine the future!!!

There are an infinite number of scenarios where the technology can play a big difference in our lives. Hope we can keep building together the future of our school. And always ask yourself, what can I do for a better place? ⬤
Hace unos pocos días se reunió toda la promoción de niños, padres y hermanos de Kinder Cuatro. Las familias fueron llegando de acuerdo a la comodidad de cada cual; no se habían establecido horarios, ni reglas, era una actividad que nos permitiría conocernos y pasar un momento agradable.

Decidimos que cada familia traería su picnic, lo cual le dio sencillez al evento y lo hizo práctico. Sólo contrataron unos recreacionistas enfocados en entretenecer y apoyar las actividades al aire libre sin utilizar instrumentos ajenos a los de la naturaleza. Entonces, aparecieron la escalada, los juegos de equipos y muchos otros que les permitieron hacer diversas actividades en contacto con la naturaleza. Así todos disfrutaron y compartieron un muy buen momento con los que serán sus compañeros los próximos 13 años.

Los niños montaron a caballo, escalaron en árboles con tarabitas y cuerdas que les permitían sentir el vacío y disfrutar la sensación que produce volar. Se subieron en un barco de alta mar que los iba invitando a una aventura llena de desafíos y amigos piratas con quienes cada uno armó su propia fantasía. Se les veía pasar unos abrazados a los otros, corriendo, charlando y obviamente con una pelota deslizándose dentro de sus pies.

Ese día el sol se portó de maravilla, lo que le permitió a los padres sentarse unos con otros y charlar largamente y sin interrupciones, con la idea siempre presente que estos serán los padres que nos acompañarán en los éxitos y derrotas de nuestros hijos: cada caída, cada victoria tendremos que compartirla, y especialmente, cada angustia de la adolescencia podremos.

Conociendo las familias

MARÍA CONSTANZA CASTELLANOS, Parent

DESCUBRIMOS QUE SOMOS UNA COMUNIDAD CON MUCHAS AFINIDADES; COMUNIDAD EN LA QUE NUESTRA FAMILIA SE SINTIÓ NO SOLO INTEGRADA SINO IDENTIFICADA.
discutirla y sentir que en el mundo las cosas nos pasan a todos y que las experiencias compartidas enriquecerán nuestras decisiones y las harán más acertadas. Fue así como todos los padres nos dimos la oportunidad de conocernos y descubrimos que somos una comunidad con muchas afinidades; comunidad en la que nuestra familia se sintió no solo integrada sino identificada.

El momento culminante y decisivo del paseo que marcó un día inolvidable fue cuando los padres decidimos hacer una competencia de ponchados y todos, sin cansarnos, sin darnos oso, sin importar que tan confortables eran nuestros zapatos, decidimos adentrarnos en la aventura de hacer que nuestros músculos despertaran y corrimos con nuestros hijos por algunas horas. La mejor parte llegó cuando cambiamos los grupos, y por proporción de los niños, los ponchados fueron de padres contra hijos. Cinco salones de 21 niños cada uno, que venían al paseo con sus hermanos y padres, eran un gran batallón; así que la cancha de los ponchados se veía, no solo tumultuosa, sino llena de energía. Los niños quedaban enfrentados a los padres. Cada uno tenía su lado y debíamos pasar corriendo de un lado al otro sin dejarnos ponchar hasta alcanzar la bandera ganadora que era parte del campo contrincante.

Entre ponchado y ponchado la felicidad de los niños iba aumentado. Para ellos jugar en contra y con sus padres fue un momento de gloria; no sólo cuando lograban la victoria sino cuando vieron a sus padres jugar con ellos a la par, correr, sonreír y competir como sí lo más importante de la vida fuera ese preciso momento.

A la semana siguiente, mis hijos todavía les latía el corazón. Pasaron toda la semana contándole a tíos, abuelos y primos el increíble juego de ponchados que habían tenido entre padres e hijos. Mientras que mis músculos me dolían no dejé de pensar en el importante mensaje que había aprendido ese día: ¿qué tan simple es la felicidad de un niño? Solo necesita que sus padres le den momentos que llenen sus vidas de instantes inolvidables. Es tan sencillo como sonreír y ser parte de su vida jugando y compartiendo cada uno de sus diminutos momentos.

En ese paseo también descubrí que no estamos solos. Somos parte de una comunidad, una comunidad afín porque es con quienes nuestros hijos comparten el día a día son y serán sus amigos de siempre; y para nosotros, como padres, son y serán los padres con quienes tendremos que compartir la vida de nuestros hijos. Por eso, qué mejor que conocernos y poder hacer que estos trece años sean los más agradables y productivos de nuestra vida familiar.
“Building Community” is a catch phrase that has become popular in education in recent years. I suppose it could be categorized like many other catch phrases we hear in education; they sound good but often times are not supported with action. You will hear schools stating the phrase of the moment, posters will quote it, and a letterhead will announce it, yet policies might not support it and actions might not accomplish it. Building community is a different kind of catch phrase. It states what we are doing, not what we promise to believe. Actions, as they say, speak louder than words. Unfortunately, the goal of building community is such that we are constantly looking for ways to improve how we do it. There always seems to be a better way. Fortunately, all stakeholders can take action and be responsible for achieving this new catch phrase of “building community”. Each and everyone’s participation can support the philosophy of creating a community where everyone works together with a common purpose. No one has to stand by and hope that we do what we say we are going to do. We must all do our part to take steps toward building the community we want. At the Elementary School we are doing just that.

Teachers constantly build community amongst each other, with students and with parents. As colleagues, we build community by working in teams of teachers to support the individual needs of students. We plan together to ensure that the curriculum at each grade level continues to be better aligned vertically and horizontally. Together we study current research in regards to best practices for the delivery of instruction in our respective subject areas. We have begun conducting Learning Walks where teams of teachers visit each others’ classrooms with a particular focus in mind so as to provide each other with non evaluative feedback from peers whose input we respect. We celebrate each others accomplishments and improvements as well as support each other when we experience the difficulties with which educators often struggle.

Teachers build community with students in the everyday interactions they have with their students. With the implementation of positive discipline, we view every student’s mistake as an opportunity to teach a life lesson. We educate students not just to achieve the objective of the week,
InSights / Colegio NUEVA GRANADA / June 2007 17

but for life. We believe that building relationships is the key to achieving the intrinsic motivation it takes to be respectful, responsible, and empathic citizens. We also build community with students by offering and teaching enrichment classes before and after school. Celebrating students’ accomplishments is an important part of building community because it instills pride in students in the work they do and the activities in which they participate. Whether it is an important recognition during awards assemblies or student work that is posted in the elementary hallway, students feel pride, ownership, and consequently a sense of community when their efforts are celebrated.

Educators at our school work with parents as partners which is critical in building community. When there are academic issues, we sit together not solely during parent conference day, but often with many of the child’s teachers and many times with outside professionals to improve the child’s educational experiences and make modifications to support the child’s learning. Our policies such as the Anti-bullying policy which was born from a group of parents, whose concerns were validated by the school’s administration, guide us to work with students individually and in small groups with the principal, teachers, and counselors not simply to fix the problem that exists, but to teach children how to deal with similar problems in the future. We invite parents to monthly Coffees with the Principal to discuss relevant issues that happen at the elementary school.

In fact, it is proving difficult to articulate in a short article all we do as an elementary school to build community and strengthen relationships. By offering each other trust in our decisions and support for each other’s actions we can show our children that we are partners in what is best for them.

Even greater than the improvements we can make amongst the adults in our community, the most significant impact in students’ socio-emotional and academic achievement will be felt when we work together to build community with our children. We must celebrate their accomplishments and accompany them in their failures. We must support them in their academic progress as well as their academic challenges in the small routines that happen daily. Reading with our children nightly and celebrating their small accomplishments goes further to build community than waiting for the certificate that comes once per year. Attending choir concerts, basketball games, soccer games, gymnastics, ballet, or chess tournaments as a group of adults, parents and teachers alike, will instill pride in their team and pride in their school. When we as adults share the responsibility of building community, we remind each other of our mission and prove to ourselves that building community is not something we post as a catch phrase, but something we believe in and take steps to achieve.

With the implementation of positive discipline, we view every student’s mistake as an opportunity to teach a life lesson. We educate students not just to achieve the objective of the week, but for life.

Educators can continue to strengthen the teaching community at CNG by holding each other to high standards of practice. By opening our classrooms to each other and giving and receiving advice as critical friends, we can build trusting relationships that lead to better teaching. The positive environment that we create and model as adults for our children is something that will greatly impact our students in the future.

Parents and teachers can also continue to strengthen relationships with each other. By using proper channels of communication frequently and by being open, honest, and straightforward about our feelings and concerns we can efficiently and positively improve our community’s relationships. By offering each other trust in our decisions and support for each other’s actions we can show our children that we are partners in what is best for them.

InSights / Colegio NUEVA GRANADA / June 2007
What is D.I. you say? I’m sure you’ve heard of spelling bees, quiz bowels and science fairs. In fact, there is probably an event for every school subject. D.I. is none of those things—and all of those things. Destination Imagination is a community-based, school friendly program where young people take what they know and what they do well and learn to apply it to solve Challenges. They work cooperatively on a team and push the limits of imagination to best not their competition but themselves. The highlight for all “DIers” was the National Tournament (Celebration) held here at Colegio Nueva Granada, March 16-19. 225 students and 200 parents from CNG and from our sister schools in Colombia and Ecuador spent four fun-filled days here at our school and in Bogota. The competition was friendly, fun and all students made new friends as the weekend progressed. Eight winning teams will now be going on to the Global Finals in Knoxville, Tennessee which will be held May 22-27.

Ask those team members who participated why D.I. is so good and you get responses such as:

“Make new friends”
“Learn that if something goes wrong, you just keep going”
“Appreciate the ideas, strengths, and abilities of other team members”
“Manage time more efficiently”
“Learn to rely on ourselves”
“Be more organized”
“Learn how to resolve disagreements and manage conflict in a positive way”
“Use technology, tools, and machinery safely”
“Learn that we can learn more than we ever thought we could”

Next year this Celebration will be even bigger as more teams from Ecuador, Venezuela and Dominican Republic will be joining us here. We expect to host close to 300 students.
My name is Gabriela Aldana Uribe. I won 5th place in the Math Olympics in all Colombia. When they first told me I was really surprised, but I didn’t tell anyone about it. Then one day we were all in class and Mrs. Hernández announced it through the loudspeaker. Everyone congratulated me and I was embarrassed but at the same time proud. I never imagined that would happen to me; I even thought going to the finals was useless. When everyone asked how I had done, I told them I thought it had not gone very well. I really didn’t expect it. Now I’m happy that I went and I was able to represent CNG as the excellent school it is.

Primary and Elementary grades represented CNG with excellent art pieces at the 2007 UNCOLI Art Festival show at Colegio Saint George from April 23rd – 27th. We had approximately 40 students from each school and 80 art pieces, from drawing, to watercolor, pastel, painting, sculpture and “papier mache” 3D incredible creative “animals”.

Our school received very good reviews from other schools.

The show was very professional in general. It is very enriching to see what other schools from UNCOLI are doing and learn from them.

It was great to represent our school so well! CONGRATULATIONS to our great artists!

We look forward to next year’s UNCOLI Art Show!

---

UNCOLI
ART FESTIVAL 2007
MARÍA VICTORIA DURAN P.S., Art Teacher
MARÍA INÉS UMAÑA, E.S. Art Teacher

---

My name is Gabriela Aldana Uribe. I won 5th place in the Math Olympics in all Colombia. When they first told me I was really surprised, but I didn’t tell anyone about it. Then one day we were all in class and Mrs. Hernández announced it through the loudspeaker. Everyone congratulated me and I was embarrassed but at the same time proud.

I never imagined that would happen to me; I even thought going to the finals was useless. When everyone asked how I had done, I told them I thought it had not gone very well. I really didn’t expect it. Now I’m happy that I went and I was able to represent CNG as the excellent school it is.

---

UNCOLI
ART FESTIVAL 2007
MARÍA VICTORIA DURAN P.S., Art Teacher
MARÍA INÉS UMAÑA, E.S. Art Teacher

---

My name is Gabriela Aldana Uribe. I won 5th place in the Math Olympics in all Colombia. When they first told me I was really surprised, but I didn’t tell anyone about it. Then one day we were all in class and Mrs. Hernández announced it through the loudspeaker. Everyone congratulated me and I was embarrassed but at the same time proud.

I never imagined that would happen to me; I even thought going to the finals was useless. When everyone asked how I had done, I told them I thought it had not gone very well. I really didn’t expect it. Now I’m happy that I went and I was able to represent CNG as the excellent school it is.
Condor Activities

“Building Community by Sharing Different Interests”

SOLITA BARÓN, Condor Activities Director

All Primary, Elementary and Middle School students are eligible for signing up for the Condor Activities. There are 15 activities students can choose from, that range from batik and puppet making, to wall climbing. These activities have allowed many students to become involved in different types of field trips and competitions: the gymnastic students participated in the UNCOLI Festivals at the Anglo Colombiano school and Colegio San Bartolomé. The mountain bikers joined other teams in competitions organized by the Colegio Tilatá and Colegio Los Alcaparros. The chess teams participated in the UNCOLI Paradas at Colegio Anglo Colombiano, Colegio Colombo Gales and Colegio Abraham Lincoln. The Condor Activities open up many possibilities for students as they discover and develop new interests and skills.

Ballet: “I like Ballet because I like the music and I like the movements.”
Gabriela Zuluaga

Karate: “I take karate to learn self defense, to protect my family, friends, and me. To be proud of my self when I am big, and to feel bigger on the inside. I like to take karate because I will not be afraid of walking in the streets. Be able to say that I got to black belt in karate not just yellow belt; Help me to feel bigger then I really am, to be able to protect my family, to learn more discipline, to be able to do more things, to learn more things, and because I thing that is fun.”
Tatiana Cañón

Cartoon: “Yo entré a cartoon porque quiero dibujar más bueno. También me gustan las profes y porque puedo tener mi imaginación libre cuando estoy haciendo caricaturas.”
Marisa
"If the world did not have schools, every one will not know how to read or write. And if a boy or a girl were from Korea and they will come to live in Colombia, if there were no school they will not learn Spanish so they will no have the opportunity to talk no one. That will be the world without school!!!"* Valerie Behar López, 2nd grade

"If in the world there weren’t schools it will be horrible because we wouldn’t be able to learn anything!!!! And all the children, when they will be adults, they won’t be able to teach their children. So it is better to have schools than not."* Laura Álvarez Martínez Mejía, 2nd grade.

* Partially edited
CNG offers its students an array of qualities different to what other schools offer, which are evidenced on the excellence in the education it provides. Among these the most relevant are: excellent verbal and written English teaching; a curriculum that is constantly changing and improving to ensure top-notch education, a beautiful campus, and spacious facilities that provide an ideal environment for learning. The varieties of programs available include exciting sports and art lessons, and the possibility of participating in extracurricular activities which range from wall climbing, to ballet, and carpentry. For those students seeking to give back to the community and engage in social projects, Hogar Nueva Granada or the Alianza Educativa enrolls volunteers to help with their mission. Highly qualified teachers that come from Colombia as well as from abroad and a large community that feels great appreciation for the school, are just some of the great qualities that make CNG an outstanding educational facility.

On the other hand, there are supplementary services that CNG provides to its students and that represent an added value of great significance, not only for the students but also for the community. Some of these services are what differentiate CNG from the other schools. Unfortunately, these are scarcely known. To begin with CNG is considered an inclusive school. This means that all students, regardless of their strengths or weaknesses, become part of the school community. They take part in the feeling of belonging among other students, teachers, and support staff. According to the WEAC, Wisconsin Education Association Council, “Full inclusion means that all students, regardless of handicapping condition or severity, will be in a regular classroom/program full time. All services must be taken to the child in that setting.” At CNG, the department of Student Services represents a key factor in the educational program offered to all students. Its nucleus, the Learning Center, is responsible for the support provided to those children with special needs or learning difficulties. Approximately 38 professionals including psychologists, occupational therapists, speech therapists, and counselors, work on programs especially designed for children with special needs. They support them every day in order for them to progress academically, socially, and emotionally, and helping them not only become active members of the CNG community, but of the world’s community. Taking into account that the society, awaiting each student after their graduation, is filled with cultural and intellectual diversity, along with great challenges, CNG intends to be a mirror of the real world and enable its students to be prepared for the future.

Within this group of children there is a smaller group of children who need even more dedication and constant support. Some of the challenges these children face include cerebral palsies, autism, spectrum disorders, genetic syndromes, and physical handicaps. There are special assistants who help these children since the moment they arrive at CNG until they go home in the afternoon, “shadowing” them throughout the day. Most of the shadows who work at CNG are either psychologists or have a broad experience working with children. Every single one of them is highly qualified for this job, which requires a great deal of dedication, patience, knowledge, responsibility, tolerance, flexibility, and humanity. At this moment there are eight shadows in the school, responsible for the complete academic follow-up of more than ten students.
children who need intensive and individual support. When teaching these children shadows don’t ask themselves how their students have to change or adapt in order to learn, but rather the question is “How do I have to change the way I teach so my student is able to learn, despite his or her disabilities.” That’s why getting to know each of these children and their specific learning styles, strengths, and interests is extremely important as a preliminary step to the setting of expectations and the design of each IEP or Individual Educational Program. They must provide more options for children as ways to learn and constantly reinvent their educational approach.

“Taking into account that the society, awaiting each student after their graduation, is filled with cultural and intellectual diversity, along with great challenges, CNG intends to be a mirror of the real world and enable its students to be prepared for the future.”

Shadows have to be very creative when addressing the challenges of each of their students, focusing on a more activity-based teaching rather than a seat based teaching. However, shadows are not only in charge of the learning process of these students. They are also the essential link between the students and their teachers, their parents, the Learning Center and the rest of the school, even sometimes their peers, meaning that they represent the nucleus of one whole team that works together toward the same goals.

The relationship built between a student and his shadow is very special and strong. Due to the time they spend together, the children find in their shadow a person who provides them with the confidence they crave, a friend, and a guide in many different aspects. As a mentor, the shadow gives support in the educational process, without undermining the importance of their child’s social growth and emotional well being. Through feelings of appreciation and respect for diversity, they develop a special sensitivity towards others’ limitations.

The ideal shadow will take advantage of his empathetic skills and will empower his student to feel special and love himself, preventing his self esteem to be hurt. Providing a safe learning environment for these kids will enable them to have a sense of belonging, the opportunity to interact adequately with peers, and develop real friendships. In this way, they will achieve self respect and acceptance, which will enable them to have enough self confidence to reach their goals, socially, professionally, or emotionally.

Both the shadow and the student undergo a continuous process in which the child grows emotionally and the adult grows as a human being. Even though this process results in a very tight connection between both parts, it is crucial that the shadow knows how to achieve a symbiotic relationship and not a codependent one. In the ideal situation, the child will develop a great deal of self confidence and independence, but still he will constantly have the feeling that there is a helping hand within his reach whenever he needs it. This is what a shadow represents to these very special children. Without the unconditional support of these persons possibly they wouldn’t have such a plausible opportunity to grow and turn into the successful and happy individual he can be.

Excerpts & References:
www.awares.org
http://www.weac.org/resource/june96/ speeded.htm

ED BEHM
Candidate to the Board of Directors
CNG 2007-2009. Father of Mary Behm 9th & David Behm 2nd. Engineer, Occidental Petroleum Corporation

April 12th, 2007

“The thing I want to say is that we moved here, for this school, from the United States. Annie and her program have been so phenomenal, that our youngest, who is in second grade, has grown so much, beyond our wildest dreams. He is autistic and he just recently won the second grade writing contest. When we first moved her, he couldn’t hold a conversation and this, in two years.

What I think is funny is that four out of five Colombians don’t know just how great Colombia is for kids like David, and what you guys do to make him feel popular. …… David is one of the most popular kids in class. In the United States kids like that are not popular. And so the kids help kids like that, the teachers in the program help kids like that, so we are here because of the school; so whatever I can do to help, that is why I offered.

I didn’t realize there would be ten candidates capable of being Board of Directors on any company in the world running so, I think you guys have great choices and I applaud everybody for volunteering.”
Read to Succeed is not simply a second chance for struggling readers. Read to Succeed is also in a strict sense, a professional learning community. According to Richard Du Four, the big ideas that define a professional learning community are: ensuring that students learn, a culture of collaboration, and a focus on results. Read to Succeed embraces all three core principles.

ENSURING THAT STUDENTS LEARN

In Read to Succeed we just do not teach, we ensure that students learn because research guides our practice and assessment guides our instruction. Applying best teaching practices and creating an atmosphere of trust and mutual respect, we create the optimal instructional conditions to ensure learning. Continuous formative assessment allows us to respond timely to students that are not learning as we expect and feedback is provided constantly. Students, parents, and teachers receive a monthly progress report. We do all it takes for student learning in terms of pedagogy, communications, and nurturing relationships.

A CULTURE OF COLLABORATION

Staff members work collaboratively to achieve the collective purpose: student progress in reading and writing so that they can benefit from the core curriculum. We meet weekly to plan, analyze, and improve classroom practice, discuss students’ progress and current research findings in literacy instruction. We are not only concerned about what we are expected to teach, but also how will we know when each student has learned. Continuous formative assessment allows us to measure growth and design interventions. We work closely with homeroom teachers to determine when a student is ready to exit the program. It is only when the homeroom teacher has witnessed that the student has made significant gains, that are transferred to the mainstream classroom, that a student graduates. This culture of collaboration exists not only within educators directly involved with each student, but also within the multigrade level students in the program. Third, fourth, and fifth graders interact, participate collaboratively, and support each others’ learning with respect and camaraderie.

FOCUS ON RESULTS

We can judge the effectiveness of the program on the basis of results. After two years of implementation, about 71% of the students in Read to Succeed have graduated fulfilling the criteria for graduation. The remaining 29% of the students have a history of learning difficulties. Although all students benefit from this program, sometimes it is not enough for all students. Nevertheless, staff members continuously work together to improve results and increase the percentage of students graduating from the program.

We do the teaching; students do the learning. But our teaching determines to a great extent what they learn, and this makes us accountable for our students’ learning because every child can learn if taught in his or her way.

CNG has always been proud of its community. As we move into the 21st century, technology has become a large part of how our community communicates. Yet it has also presented obstacles that were unanticipated.

Our students are now adept at using technology, yet we’ve not instructed them in how to use it most appropriately in social situations, namely cell phones and MP3 players. Most kids have one or the other or both, and frequently commit social faux pas without knowing. Worse, many adults who should be not only modeling modern manners but also reminding students to do so, aren’t doing so themselves.

We all know there is an appropriate time and place for everything so here are four basic tech etiquette guidelines to follow to avoid embarrassing yourself and annoying others:

- **Turn cell phones OFF or to silent during class, assemblies, meetings or other public places and events that should not be disturbed. (libraries, places of worship, waiting rooms)**

Your cell phone should not disturb the lives of others. When your attention is expected, your cell phone shouldn’t cause an interruption. Cell phones should also not be used for messaging in public places with low light (i.e. movie theatres) or during class, assemblies, or meetings when your attention is expected.

- **Keep your cell phone conversations private and quiet.**

If you receive a call while with a friend, keep the conversation as short as possible so as not to ignore the person in front of you who expects and deserves your full attention at that moment; you can call the other person back later.

When you receive a call while with a group, excuse yourself and answer the call in private. A good rule of thumb is to maintain 10 feet between you and others while speaking in public so as not to disturb others.

- **Remove music earphones when speaking to someone.**

Having your earphones on is like a big sign on your head saying, ‘Don’t Bother Me’. Common courtesy calls for removing both of them when speaking to another person to show you really are paying attention. Removing only one implies that you aren’t interested in talking to that person, and leaving them in, even when your music player is off, appears as if you’re not listening at all.

- **Avoid disturbing others while listening to your music player.**

Unless you’re sharing an earphone with someone, the only person who should be able to hear your music is YOU. Keep the volume down and avoid bopping your head, drumming your fingers, or dancing along to your music to avoid disturbing others.
During the week of April 16th, Ms. Janis Heigl, a math consultant from Washington state, and Mr. Jim Short, a math consultant from California, worked with the math teams from Primary, Elementary, Middle, and High school. The purpose of these visits was to continue the ongoing staff development in the area of Math. Throughout the week, our consultants met with math teachers and administrators, went into the classrooms with principals to look at the mathematics in action, and spurred the CNG math team in its continued process of making math at CNG better.

**Why did CNG change the math program?**

In the past, the CNG math curriculum was very traditional in its approach and focused heavily on the areas of number sense and computation. Students were expected to work individually, watch the lesson from the teacher, and then show that they had learned by completing 25 more exercises. There was little discussion about the math and the learning was on the basic level. Students were asked to learn procedures by memorization. Our current world, and the future that our children will be a part of, requires people who creatively solve problems, communicate their thinking clearly and efficiently, and who are able to work with others.

**What is the benefit of learning math based on deep understanding rather than memorizing?**

Mathematics concepts learned through exploration and investigation build deep understanding and promote longer lasting recall. This type of learning offers students repeated practice with skills. Students learn these skills through frequent experience and familiarity rather than by rote memorization. Information that is learned in this way is less likely to be forgotten, and when it is, it can be reconstructed by relating the unknown fact to a known one.

**What research proves this program to be effective?**

There are many studies that have shown an integrated, interactive approach to mathematics to be very effective in increasing student understanding of mathematics. These studies are detailed on the following websites for the programs that CNG is implementing:

- **K4-5th grades:** Investigations in Number, Data, and Space at [www.investigations.terc.edu](http://www.investigations.terc.edu). Click on “Research” or “FAQs” (Frequently Asked Questions)
- **6th-8th grades:** Connected Mathematics Project at [www.connectedmath.msu.edu](http://www.connectedmath.msu.edu). Click on “Research and Development”
- **8th-10th grades:** Interactive Mathematics Program at [www.mathimp.org](http://www.mathimp.org). Click on “Research and Reports”

In general, research shows that when using an integrated, interactive approach in a math classroom:

- Students do as well as or better than students using other curricula in straight calculation problems involving basic facts and whole number operations.
- Students have a better understanding of number and number relationships.
- This type of program works equally well with students who have different degrees of strength in mathematics.
- Students who use this approach achieve greater accuracy on both word problems and more complex calculations than do students in comparison classrooms.
- Average scores of students in schools fully implementing an integrated, interactive program are consistently higher than the average scores of students in the matched comparison schools.

**How can parents help their child be successful in this new program?**

The CNG math team has hosted several conversations with parents regarding the new math programs.
throughout this school year. These meetings have been very effective in opening the communication channels between parents and CNG regarding questions and concerns.

**Reminders for parents:**
- Don’t panic! You don’t have to know the answer to help. Students need to learn how to be good problem solvers, not how to memorize one way of solving a problem.
- Be encouraging! Even if you had a bad experience in math class, please do not give a student an excuse to quit. Math is not about memorizing rules and procedures. It is about making sense out of the world. Give a consistent message: “I believe in you! You can do it!”

**Homework Tips for Parents:**
- Listen to the student read the problem aloud and follow along in the text. In order to understand the question, we have to get the words right.
- Ask the student to explain the problem in his or her own words. Before thinking about a solution, make sure you agree on the question.
- Ask, “What have you tried so far?” Focus on the student’s thinking, not yours. Ask the student to explain why he/she took that approach. Explaining the strategy often helps us make connections and see what else we can try.
- Ask, “Does this remind you of a problem you’ve seen before or a situation with which you are familiar?” If so, ask how the student would approach the similar problem. How is this problem different? How can we use our approach on the similar problem to attack this one?
- Suggest using smaller numbers and trying to solve the simpler problem. Then go back and try that approach with the original problem.
- Ask if the student can make an estimate of the answer. If the answer is a number, about how big is it? Bigger or smaller than 1? Bigger or smaller than 10? 100? 1000? How do you know? Estimating can help us understand the problem better and suggest other steps we can take.
- Suggest that student make a diagram. A picture or diagram of the situation can often clarify the relationships in the problem and suggest a solution.
- Ask if the student could guess and check. In many problems, we can try different numbers, check our results and then improve our guess.
- Look for patterns. Suggest the student put results in a chart, table or graph to help reveal patterns.
- Try working backwards. Sometimes the answer is given and you have to figure out how to get there.
- Finally, always check your solution.

Try to find a different method to confirm your answer.

The previously mentioned websites for each of the programs also contain links to parent tips and practice games/problems for the books that your child is working on. The following websites are also helpful:

**For Fractions, Decimals, Percent, Integers**
http://www.homeschoolmath.net/math_resources_3.php

**For Geometry, Measuring, Coordinate plane**
http://www.homeschoolmath.net/math_middle_school.php

**For Algebra, Graphing, Calculus**
http://www.homeschoolmath.net/math_resources_4.php

**Websites with lots of online math games and interactive lessons/tutorials**
http://www.homeschoolmath.net/math_interactive_links.php

---

*SOURCES:


One of the most important aspects of the House system is to provide students with an opportunity to excel in different areas. We are a diverse school, so having diversity in a variety of activities, from academics to athletics, is crucial for our students. Through the Houses we are able to have an array of activities where everyone can compete. Through competition we instill and uphold such values as respect, trustworthiness, fairness, caring, and responsibility. Activities include field days, drama, music, poetry, dance, academic quiz bowls, charity fund raisers, debates, talent shows, and sports. Students are given House points for individual and group participation and then those are added to our total Houses score. Additionally, there are activities that involve all members of a House in which points are given to the whole House depending on their total performance. Our vision is to have a wide range of activities that will allow each and every student an opportunity to excel, as well as giving them the possibility to experience new things. Most importantly the Houses continue with the mission of “Educating the Mind, Nurturing the Spirit, and Strengthening the Body.”
everyday we see on the news different tragedies associated to environmental problems: droughts, floods, hurricanes, tornados, etc. However, in many cases they seem to be far away from our reality, even though they happen just around the corner. Some of us do not realize that something wrong is going on with the environment and those problems will eventually effect our lives. For this reason, not just because Al Gore in his movie “An inconvenient Truth” says that we have less than 50 years to see drastic changes, we all have a moral obligation to take on the environment and assume the responsibility and consequences of our daily actions.

And you know something... Everything is about the little things we can do every day. We don’t have to be a “Green Peace” extreme activist or belong to many environmental associations. From the moment we wake up in the morning, we can contribute to preserve the good things that the environment is providing for us.

Here at CNG we have started with some actions. For example, some students from NHS promoted the replacement of Styrofoam cups for paper cups, which pose less environmental hazards. Some teachers are using the mugs instead of cups, some students bring their own containers for water, photocopies are done back-to-back, some teachers provide only recycling paper for tests and quizzes, etc.

We are also starting a new project: planting and growing of native trees for local reforestation. The science department has allocated some money from its budget to construct a greenhouse where students from K-12 can sow seeds of native species and follow up their growth and development. Eventually these trees will be our green bank where we can have access to biological material for reforestation campaigns. In this greenhouse we are also working in developing a composting station to be used as a source of organic fertilizer for our plants at CNG.

In order to the celebrate Earth Week, in High School we had a conference about the importance of urban reforestation delivered by forestry engineers from Bogota’s Botanical Garden. In addition, Diana Gaviria, a CNG mother and alumni, gave us a conference about environmental education and its relationship with other disciplines. She explained to us that no matter what career you choose, you will eventually have to deal with the environment.

These conferences were a prelude to an activity with 10th grade students and Alianza Schools. On Friday, April 20th our 10th graders went to the five Alianza Schools and planted about 100 trees in conjunction with some students from these schools. In order to make this activity a success, Leadership students and sponsors developed a way to collect funds to buy the soil needed for the planting. Student Council members and sponsors helped in the coordination of the conferences and activities, and the Science Department contributed to the logistics of the event.

Hopefully, this is just the beginning of a new era of our schools, where we think about our actions from a “green” perspective and also think about the possible consequences of irresponsible behaviors. Thanks to all students, colleagues, and to actions like these, we feel even prouder of being part of the CNG community.
Genetics class has been an interesting ride this semester. Maybe I have enjoyed it because the class is small with only six students and a lot of teacher attention, maybe its because of the interesting articles that we have to look up and present every week, maybe its because of the challenging labs we perform in our blue aprons, or maybe its just because of all the new knowledge that we gain everyday and are able to relate to ourselves.

The first rule that Mrs. Blesgraff screamed out on our first day of class was that once a week we had to find a scientific article with a specific theme and present it to the class. These articles we read and analyzed had topics that ranged from epigenetics, the genetics effects of morphine, to learning about viruses and that the reaction between enzymes such as p300 and Sir T1 could be an off switch to HIV, to sex chromosomes in bugs, that there is a trade off between horns and testes in dung beetles; to the manipulation of our genes through different diet and lastly to answer the question many people have in the world, we learned there are 54 different genes in men and women and it is possible to be a man trapped in a woman’s body. One can imagine the intense discussion that we have with these articles and the pride we feel in knowing this information. In general we have been shocked to learn just how extensive genetic information is and surprised at the advances in technology.

Once every week or so, we enter the genetics classroom, take off our watches, rings, swallow any and everything that we are eating, put on our shiny, new, blue aprons, goggles, and gloves. We lose our old identity as students and become scientists. Every lab is challenging but in the end our results have been satisfying. The first lab that we embarked on was simple. During the time in which we were studying meiosis in different organisms we looked at the different stages of meiosis in onion root cells and whitefish. Once we had
produces, this protein’s amino acid sequence and, lastly, information about the disorder or disease a mutation of the gene/protein causes. The genes for this project ranged from eye color, to hemophilia, to hemoglobin and diabetes. I chose to study hemophilia and learned many new facts about the disease including the facts that hemophilia is hereditary, it is more common in males, because it is found on the X chromosome, and the hereditary process of getting hemophilia is similar to that of color blindness. For our next project we can read a book about genetics, such as Brave New World, Genome or My Sister’s Keeper, and compare the genetic information presented in the book to today, or, find/ create a lab procedure, get the materials ready and perform it in the science lab.

Genetics has been a class that has crossed the borders between theoretical and practical work as well as scientific, ethical and technological areas of study. I have thoroughly enjoyed learning through all the different media we use. Our articles, labs, and projects have challenged me, but at the same time their context and discussions have taught me a lot. I look forward to finishing my second project and observing whether the bacteria we grew are resistant to the antibiotics we use.

WE LOOSE OUR OLD IDENTITY AS STUDENTS AND BECOME SCIENTISTS. EVERY LAB IS CHALLENGING BUT IN THE END OUR RESULTS HAVE BEEN SATISFYING.

mastered our lab etiquette we moved on to do electrophoresis with different dyes. The groups’ results were slightly different, but we were ready to do paternity tests using electrophoresis. Unfortunately we were not able to do this and had to move on with other important genetic issues such as extracting DNA from an onion.

Our last and current lab is looking at bacterial resistance. This has far been the most interesting investigation of all. We took our bacterial samples from the floor, our mouths, necks, the door knob of the classroom, our shoes, notes of Colombian money, and even Mrs. Blesgраeft’s keyboard. We left these samples in the incubator and two days later were terrified to know that the most bacteria infected items were the money and keyboard. Needless to say, after putting on gloves when using the computers, we moved on and isolated one of the many colonies of bacteria we grew. Our next step is to identify resistance of that strain with two kinds of antibiotics- penicillin and ampicillin.

For our final exam we have two projects. The first, which was due yesterday in fact, was an intense study of a gene in our body. This included its position on the chromosome, its nucleotide sequence, the protein it
uego de la Segunda Guerra Mundial y de la creación de las Naciones Unidas, pacto firmado por 51 naciones con un compromiso de todos los pueblos del mundo: “evitar futuros conflictos bélicos”, “luchar” contra el analfabetismo, el hambre, y la desigualdad, se pensó en trasladar este compromiso a los jóvenes y a los centros educativos del mundo occidental.

Esta propuesta fue incorporada en los programas educativos de High School, en las escuelas norteamericanas, y su objetivo principal era facilitar herramientas académicas para que los alumnos conocieran, debatieran y propusieran soluciones que favorecieran a la comunidad mundial. En teoría un trabajo sencillo… ¿quién no quiere la paz en el mundo? ¿o la conservación de la biodiversidad? ¿o un desarrollo tecnológico acorde para todos?. Pero el mundo no es tan sencillo y sus problemas son complejos y difíciles de solucionar y ese fue, ha sido y será el gran reto en los modelos desarrollados en las aulas de clase. Los modelos de las Naciones Unidas apuntan a formar un alumno integral comprometido con su entorno y capaz de proponer soluciones para el beneficio de todos.

¿Pero cómo se prepara un modelo de las Naciones Unidas? Cada año es un trabajo de cinco meses, desde la selección del Secretario (a) General, las comisiones que se van a trabajar, los presidentes que las van a dirigir, los temas a desarrollar (estos son tomados de la agenda propuesta por las Naciones Unidas para su año de sesiones) y claro su preparación académica para lograr uno de los pilares del modelo del CNG: la excelencia académica, propósito que durante 25 años ha caracterizado al proyecto pedagógico.

El trabajo del Secretario (a) General con los presidentes incluye talleres, seminarios, simulacros, todo acerca de los temas y del procedimiento parlamentario propio de las UN, la elaboración de guías de trabajo, de la Pág. Web, el handbook, etc., así como “luchar” para que los alumnos – delegados lleguen con un mejor nivel de preparación y se cumpla con el objetivo de la excelencia académica.

Los “advisors” a nivel logístico deben, desde determinar las fechas de trabajo, el lugar del modelo, su contratación, la gestión financiera, enviar invitaciones, responder inquietudes, realizar talleres con los docentes, pensar en las escarapelas, plaquetas, carpetas, esferos, la comida durante los días del modelo, el transporte de los delegados y las delegaciones, la inauguración, la clausura, los premios, etc., responsabilidades que, junto a las clases regulares hacen parte de los compromisos con el colegio.

Y con esta dinámica ya han pasado 25 años, donde hemos logrado que este proyecto sea conocido por todos el país, en la costa caribe, el occidente, el eje cafetero, y los santanderes. Más de 40 colegios participan anualmente en nuestro modelo, y más de 20.000 alumnos han pasado por esta experiencia en el país. Esperamos continuar por otros 25 años contando siempre con el apoyo de nuestros alumnos, de los padres de familia, de las directivas y de los compañeros, así como de los colegios participantes. Todo esto unido ha permitido que nuestro modelo sea catalogado por la oficina de comunicaciones de las Naciones Unidas no sólo como el de mayor permanencia, sino como uno de los mejores en América Latina.
February 15th, 2007
It is indeed a pleasure to be a part of the celebration of this historic 25th anniversary of the Model United Nations in Colombia. Thank you for inviting me.

I must congratulate all of you – students, teachers and families- and of course, the Nueva Granada School, because I know how hard you have worked to create this model United Nations to ensure that it has thrived for the past 25 years.

That some 20,000 young people from more than 50 Colombian high schools have participated since your model UN was founded is impressive indeed.

The role of the United Nations is set out in its magnificent Charter, which I hope you all will read. It calls on the countries represented here in New York to save succeeding generations from war, to develop friendly relations, to foster international cooperation for economic, social, cultural and humanitarian progress, and to promote human rights for everyone.

The UN has a history of more than sixty years of achievements in these areas. But no UN official would ever tell you that there is no scope for improving the way we tackle these vital tasks.

In not too many years, you may be the people making decisions for the world. So… here’s my challenge to you in the course of your Model United Nations. See if you can set an example that the real UN can follow. Show us how cooperation is supposed to be done. Make the UN Charter come alive in the course of your deliberations.

And finally, have fun while you are doing it! I wish you a very successful Model UN. Thank you.

Today whilst studying for the most important exam in my student career to date, something most peculiar occurred to me with respect to my outfit. If I were to be a character in a movie, I thought, this would be the perfect outfit to answer the door for an unexpected visitor. The relevance of this moment to the article will only be understood by me, but that’s okay because that’s exactly the point.

I have a cousin. She goes to another international school of great prestige here in Bogotá. All my life people related and not related to me have pointed out to me how much greater her school is than mine. I must say, my cousin, who is 25 days younger than me and therefore in my same year, takes maths that are slightly more advanced than mine. Her school’s average ICFES scores are somewhat higher than CNG’s, but, you see, I’ve always known that I go to the better school—better for me, anyway. In my thirteen years here, I have learnt things about learning that I know will be more valuable to my life than knowing all about probability and statistics right now.

What have I learnt? For starters, I have learnt that learning doesn’t require a teacher, but having one oftentimes helps. I have learnt that I will only learn what I want, and I have learnt that I can learn anything I want, too. It’s a matter of choice—my choice.

I have learnt that all my ideas can go out of my head into the real world, but I can’t depend on people or circumstance. I have learnt that whenever there’s something in my mind I have to let it out. It gets me into trouble more often than I’d like, but the trouble is usually outweighed by benefit. I have learnt that it’s important to always give people second chances, or more if necessary. People eventually learn from their mistakes—mostly. I have learnt that learning is the most important thing I will ever do, and it is something that I will always do. Most importantly, I’ve learnt that despite the importance of coherence, sometimes thoughts don’t have it, and sometimes it must be sacrificed to achieve proper expression (as it has been done in this very piece).

So now, with only three days of formal class remaining, I want to thank CNG. Thank you for, instead of teaching me, letting me learn. Thank you not stopping me from doing anything that came to mind. Even though I failed, it taught me how to do it less frequently.

InSights / Colegio NUEVA GRANADA / June 2007

Congratulations to
Christina Cruz For Winning First Place In High Jump & Ana María Cruz For Winning Third Place In The Uncoli Track & Field Event way To Go...sisters!!!!!!

COLLEGE ACCEPTANCE
CNG SENIORS

MARÍA LUCÍA PUERTA, H.S. College Counselor

While reading “A Great Year for Ivy League Schools, but Not So Good for Applicants to Them”, an article that came out in the New York Times on April 11, 2007, we confirmed what we knew was a growing trend that started a few years ago. Universities all over the United States are being flooded with applications from the children of the baby boomers, and especially the more competitive ones. This, in addition to the increasingly growing number of applications per students, and the fact that more high school student are going to college right out of high school, has resulted in universities receiving record number of applicants and made the whole admissions process more and more difficult not only for the regular student, but even for those outstanding ones who are now being rejected even after getting perfect scores in SATs.

However, the article also brought something else into mind, and that is a feeling of great pride in our graduating class. Despite the difficulties facing the American college admissions process, the great majority of our seniors that applied to the USA have been accepted into their top choice schools. Additionally, many of them have been offered scholarships due to their academic achievement or for their athletic or artistic abilities. Among the many universities that have accepted our 12th graders are Cornell and the University of Pennsylvania, two of the Ivy League schools, University of Chicago, William & Mary, Notre Dame, Northeastern, Babson, Boston University, Tufts, Worcester Polytechnic Institute, Penn State, Purdue, University of Texas, University of Virginia, Brigham Young, and several art schools.

As always, we share our students’ successes with satisfaction, and congratulate them for a job well done. Nevertheless, we are aware of the realities that our future graduates will face when their college admission process arrives, and are actively working to prepare them.

TOEFL

MARÍA JOSE MORA & GUZMAN JULIO

Toefl iBT test dates for Colegio Nueva Granada:

Saturday, June 02, 2007
Saturday, June 09, 2007
Saturday, June 16, 2007
Saturday, August 25, 2007
Friday, September 14, 2007
Friday, September 21, 2007
Friday, September 28, 2007
Friday, October 26, 2007
Friday, November 02, 2007
Saturday, November 17, 2007
Sunday, December 09, 2007
Friday, December 14, 2007

Reminder! For registration visit http://www.ets.org and click on “Register for a Test”. The cost is US$155

CLASS OF 2007 SCHOLARSHIP OFFERS

Daniel Aguel Cornell University
Worcester Polytechnic Institute

Valentina Amaral Worcester Polytechnic Institute

Juan Carlos Cardona Arkansas
Lamar University
Penn State

Andrew Farris University of Tampa

Juliana Gómez Worcester Polytechnic Institute

Emile Kawas Suffolk University Boston
Suffolk University Madrid

Trevor Pollock Boston University

Amy Stewart University of British Columbia

Julián Uribe Savannah College of Art and Design

Xue Franco Grand Valley State University

Reminder! For registration visit http://www.ets.org and click on “Register for a Test”. The cost is US$155
Class of 2007

COLLEGE & UNIVERSITY ACCEPTANCES

- Albany Coll of Pharmacy
- American Univ
- Amer Univ of Paris
- Arizona State Univ
- Babson Coll
- Bentley Coll
- Univ de Bogota Jorge Tadeo Lozano
- Boston Coll
- Boston Univ
- Brigham Young Univ
- U of Bristol
- U of British Columbia
- Univ of Chicago
- Claremont McKenna Coll
- CESA
- U of CO Boulder
- Cornell Univ
- Edinboro Univ of PA
- Univ Externado de Colombia
- Fashion Inst of Tech
- Florida Gulf Coast Univ
- Fordham Univ
- Full Sail Real World Education
- U of Glasgow
- Grand Valley State Univ
- U of Hertfordshire
- U of Houston
- U Houston Downtown
- U of IL Urbana-Champaign
- Iowa State U
- U of Iowa
- Kansas State Univ
- Lamar Univ
- Los Andes Univ
- MA Coll of Art
- Miami-Dade Col
- New York Univ
- NC State Univ
- Northeastern Univ
- U of Notre Dame
- Ohio State Univ
- Oklahoma State Univ Oklahoma City
- Parsons Sch of Design
- Pennsylvania State Univ
- U of Pennsylvania
- Purdue Univ
- Radford Univ
- RISD
- U of Rhode Island
- The American Int. Univ in London (Richmond)
- U of Rochester
- Univ del Rosario
- Rutgers New Brunswick
- Universidad San Francisco de Quito
- Savannah Coll of Art & Design
- Sch of Visual Arts
- St. John’s Univ
- SUNY Buffalo
- Stetson Univ
- Suffolk Univ
- U of Tampa
- U of Texas Austin
- Tufts Univ
- Universidad de La Sabana
- Universidad Javeriana
- Virginia Polytechnic Inst
- U of Virginia
- U of Washington
- Coll of William & Mary
- U of Wisconsin Madison
- Worcester Polytechnic Inst
InSights / Colegio NUEVA GRANADA / June 2007

Classroom Without Walls: The Inca Trail to Machu Picchu

A series of selected anecdotes from a teacher’s perspective
SHELDON GUNThER, H.S. Teacher

UNCERTAINTY
I admit, I submitted two proposals for classroom without walls. One was this trip to Machu Picchu. The other I will not divulge, but let’s just say it was academically driven and contained no elements of fun whatsoever. I thought of the latter only because I lost confidence in the Machu Picchu trip days after I mentioned it to some students. Every kid I talked to said the same thing: “Great idea, but too expensive.”

Here at the presentation, Scott Terry, who accompanied us, indicated that we would like to have 50 students sign up. Diana Mullen, the activities coordinator who also joined us, thought that we could go if we got at least eight. Within 24 hours of the presentation, we already had over 20, and would wind up taking 37 students in total, along with Kandy Szymusia, the high school librarian, Ms Mullen, Mr. Terry, and myself.

TREPIDATION
Me: Have you seen the list of kids going on the trip?
Terry: Yah, they’re an interesting bunch.
Me: What do you mean?
Terry: Lots of demerits.
Me: Lots?
Terry: Uh huh. Some of the kids with the most in the school.
Me: Good kids though?
Terry: All great kids.

RAG DOLLS
We take over the restaurant area of the Lima airport. We have arrived around midnight and our flight to Cusco leaves at 8am, so we have decided to spend the night waiting at the airport. This is the first lesson in backpacking: never pay money for a hotel when you can spend the night somewhere for free. Backpacks, legs, arms, sprawled everywhere like rag dolls. A corner with some playing hands of cards. Others chatting over a pizza. Many sleeping on the floor. Out of boredom we decide to check the ticket, and find out our flight leaves at 6am, not eight. A quick scramble to rouse everyone and make it down to the check-in on time. The students think we intentionally gave them the wrong time to prevent the anxiety of anticipation. We allow them to think that.
DEFINING ESSENTIALS
He is a big guy, but I swear the backpack that he is going to carry for the next four days weighs more than he does. Should we take some things out, do you think? Yes, that would be a good idea. We remove seven bottles of Gatorade, two pairs of extra pajamas, the third pair of shoes, etc. We make piles: things you must take, things you must not take, things that you can take only if there is room and only if you really, really feel like you need them. An important rule of packing: no matter how little you have packed, it’s still far too much. Take out extra shirts and underwear – no one cares how you smell on the trail. Put in more socks. Then take out more shirts and underwear, and put in even more socks.

Ryan has decided to take a different approach. He is wearing three pairs of jeans in an effort, we suppose, to reduce the weight of his pack. We try to come up with another rationale, but we can’t.

THE CLIMB
Day two is straight up hill. All have been warned, and think they are ready. Some definitely are. I try to keep up with a group of students who seem intent on setting some kind of speed record. This is my second time on the Inca Trail, the first being seven years ago. I do everything I can to stay with them, given my own competitive nature. I attempt to bribe them to slow down by pulling out my supply of chocolate every few minutes. These boys (and Miss Montenegro) will not be deterred, however. They gulp down my chocolate and away they go. While some do the second day hike in less than four hours, others take almost eight. I don’t remember struggling this much last time. Muscles hurt. No oxygen seems to arrive on time. I am convinced of two things: 1) memory is the greatest drug for pain, and 2) I am getting old.

It is humbling to be informed later that the record for the guides and porters race that they hold every year is less than four hours – for the whole forty kilometers.

THE DESCENT
The third day is long, but relatively easy compared to the previous day. We arrive to a camp with hot showers, a restaurant, and a disco. The students believe we have reached nirvana. This is especially true of Carolina, who visually attaches herself to some cute boys from Argentina. We visit amazing ruins, and settle down for one last night in the ‘wilderness,’ knowing that we will be awakened at 4:30 the next morning in order to arrive at Machu Picchu as early as possible. Little do we know...

DON’T DRINK THE WATER
High school boys are invincible. If you don’t believe that, just ask them. You can tell them not to drink the river water, but that is not a warning; it’s a dare. I was like that once too. Still am, come to think of it. At 11pm, Pablo gets sick. Very sick. So sick, in fact, that it’s deemed necessary to evacuate him to the clinic at Machu Picchu. It will be done over night, leaving immediately and hoping to arrive at the park around 2am. Because I have done the trek previously, it is determined that I will accompany Pablo and the gang of porters who will carry him on a stretcher all the way.

When we talk of community building, this is it. Many students volunteer to go with Pablo, or to carry his pack the next morning. All are deeply and sincerely concerned. Trials bring out the best in us, I suppose, but this is truly a moment for CNG to be proud of its students.

EUPHORIA
For some, Machu Picchu is the climax of an incredible journey they will always cherish. For others, it represents the unmitigated joy of knowing they will never have to hike again. We high-five each other for the next few days. We buy little souvenirs for each other; the teachers change the final assessment from a written work to a power point presentation, the students buy presents for the teachers in gratitude. Behind it all is a genuine sense of accomplishment and pride within each individual and within the group as a whole. In an ironic frenzy, we rush around as little consumers snapping up gifts for friends and family to celebrate surviving a few days away from materialistic comforts.

DECISION
Should we gather the students into a bus for the final day, going around Lima looking at buildings and museums, or should we let them enjoy the sunshine on the beach? Almost everyone comes back with a tan.

EYES
We arrive in Bogota with red eyes. Some are emotional to see their families again. Others are tired because of playing cards all night. Mostly it’s because of the early morning flight. We see each other in the classrooms, in the hallways, at lunch. There is a bond between all us now that requires nothing more than an exchanged glance, but within that second of eye contact all is a genuine sense of accomplishment and pride within each individual and within the group as a whole. In an ironic frenzy, we rush around as little consumers snapping up gifts for friends and family to celebrate surviving a few days away from materialistic comforts.
Cuando se piensa sobre el ser parte de una comunidad aparecen múltiples interrogantes sobre la tarea. ¿Qué es ser una comunidad educativa?, ¿Quiénes la conformamos?, ¿Cuáles son los roles de cada miembro y que se espera de ellos?

Para el Colegio Nueva Granada la comunidad educativa incluye a sus profesores, a los administradores, las consejeras, los padres, el personal de servicios y a los estudiantes. Es decir SOMOS TODOS.

Porque educar es una tarea constante y desde el ejemplo permanente lo estamos haciendo, así nuestro rol no sea el de los docentes activos en un salón de clase. Por eso es fundamental que las personas adultas y aún los adolescentes reconozcamos que los niños siempre nos están observando e imitando.

No podemos permitir que conductas que no sean acordes a nuestros valores, ocurran sin ser cuestionadas y corregidas.

Los niños y adolescentes actuales se encuentran bombardeados por múltiples mensajes desde los medios de comunicación que son contrarios a la educación que desde el colegio y desde sus familias les queremos ofrecer. Esto les genera desorientación y angustia sobre temas vitales para su desarrollo. Algunas veces son sus pares los que les informan sobre temas en los que son igualmente ignorantes y que les confunden más.

Si la comunicación con sus adultos significativos no es la adecuada; y los padres, maestros y adultos presentes a su alrededor no somos modelos de identificación sana, los jóvenes crecen con vacíos y carencias que les producen muchos de los problemas que estamos viendo hoy.

Actualmente algunos niños y jóvenes presentan comportamientos inadecuados y autodestructivos que requieren intervención profesional y compromiso por parte de sus familias para su rehabilitación.

Estamos seguros de haber dejado en los asistentes la huella de un encuentro más con la belleza de la palabra poética y la cultura literaria.

Agradecemos a la Administración y al PTA su contribución para alcanzar las expectativas culturales y académicas que provienen de esta actividad.
There are many ways to build community within a student population but by far one of the most efficient ways is to provide students with opportunities to lead and to be lead! The High School Student Leadership group recently set out on a four-day retreat in Los Llanos to culminate their year-long leadership program. As one of the six sponsors of this group I had the great pleasure of watching and participating in this final activity and, as a result, am proud to say that the activity was a complete success.

Throughout the four days together we learned the following about building community:

- Community is built when we help each other overcome fears, concerns, and anxieties and push ourselves to higher levels.
- Community is built when students realize that we are all equal and that we all have a very important role on this planet.
- Community is built when teachers help students push themselves beyond their limits.
- Community is built when students help teachers push themselves beyond their limits.
- Community is built when we celebrate success and look back on the positive times we have had together.
- Community is built when we say thank you to the seniors who will be leaving us at the end of this year to embark on a new journey.
- Community is built when our students integrate with soldiers from our Colombian army and learn about the reality of their lives.
- Community is built when our students integrate with students from a local school to paint their school and build new friendships.
- And finally, community is built when we reach out to others!

Congratulations to all of our student leaders and to all the sponsors for another excellent leadership activity that provided learning experiences for all of us and helped us yet again educate the mind, nurture the spirit, and strengthen the body!
When my youngest son died, five years ago, I thought that I would die too. My purpose in life was no longer there. The pain inside me was unbearable. But, one day, I picked up a book written by a rabbi that was intended to turn a mourner’s grief into something positive. Basically it said that mourners should not ask themselves “why”. They should ask, “what for” and, based on the many possible replies to that question, find the answer that could help them redirect their lives.

It is not unusual to ask oneself, why did this happen to me? But there is no answer to this question because no one can tell you why. However, if we ask ourselves “what for” countless possibilities begin to appear. You realize that you are not alone in this, but more importantly, that there are other children, who are still alive, that may need your help.

And this is how I came up with the idea that I could help a child at Hogar Nueva Granada, and in that way, perhaps my own son could continue to live, at least in my heart. Since then, I have set apart a sum of money from my salary, in December and June, and with this, I help to pay for one child’s education there.

This simple act, coupled with the daily “shot” of energy and happiness that I get from teaching 4th graders at C.N.G., have given a new sense of purpose to my life. And I feel certain that my son would agree with me.
A united CNG community collected three tons of food for the children of Choco in just four days, from April 17th to April 20th. The goal was to raise one ton of food and we tripled it!

An official communication of the campaign Caracol-Visión Mundial Colombia on May 3rd stated the following: The 101 total tons of food raised were distributed to 4,620 families in Dokabú, Tadó, Istmina and surroundings of the bajo San Juan, the towns near Carmen de Atrato and other marginal zones of Quibdó. The packages, with a total weight of 20 to 23 kilos each included: pasta, rice, lentils, beans, cooking oil, powdered milk, salt, panela, tuna, and canned sardines.

A great example of a community coming together. Thank you CNG!

Brave Hearts
JANET M. COLDEBELLA, Mother of Felipe (12) and María José Mansilla (11).

Some people say I have been brave, a single mother moving from the U.S. to Colombia… It was a job transfer. I accepted the position without ever visiting the country beforehand. If God wanted me here, there sure was a reason…

Some others say I have been brave, keeping a very good relationship with my children’s father, despite not receiving any financial support from his side for many years already.

I would do anything to ensure a healthy relationship between my kids and their Dad.

Many others say I have been brave, because I made it safe and sound after the “paseo millonario” I was a victim of, a couple of weeks ago. I got back home completely unharmed. Faith, wisdom, and love, that’s what I prayed for, not only for me, but for the men that told me that without education it was hard to find a decent job in this country. I knew it to be true, so I showed these men honest love and compassion. They ended up treating my very kindly, in a way that surprised everybody, but me.

But if you ask me what “brave” means, I would tell you the stories of the men and women that come every Saturday to CNG, just to learn how to read and write...

I joined the “Educación continuada” program a couple of months ago, and happily every Saturday I help a group of really “brave” women to improve their reading and writing skills. They are from humble origins, they come from far away neighborhoods, they live in very complex family situations, and most amazing of all, they are in their fifties or sixties! And still they take time and effort to learn how to read and write…these are the really “brave hearts”...

When we teach, we learn. I help these amazing women with their reading and writing, and they give the most important lesson of all in return: the one of LIFE!

Congratulations to CNG, and especially Gloria Russi and her team, for this remarkable act of love.

Does Supporting a CHILD’S EDUCATION at THE HOGAR HAVE A MEANING FOR CNG STUDENTS?

A group of students who know their families are part of the Hogar’s PLAN PADRINO, were asked to complete the following sentence. “To me supporting a child’s education at the Hogar means …………..” Here are some of their answers:

- To give a child the opportunity to be well educated and help him in something he needs help. (3rd grade student).
- To help another person to move one step closer to his/her goals. (4th Grade student)
- That I am helping a child less fortunate than myself feel special and have good education (5th grade student)
- To support a child to have a better education and therefore a better life. (6th Grade student)
- Helping the future of this country (7th grade student)
- Sharing our time with the kid’s and doing special projects (like making note books, etc.) or fundraising to help the Hogar. (8th Grade student)
- To have a sense of pride and joy, to have the chance to give a child a better opportunity in life. (11th grade)
Are you a big brother or sister? Do you wish you had a little sister or brother? Well, our visits with the students from Hogar Nueva Granada provide just such an opportunity. Every month we have been going to their school to share an activity with them in their classroom. We have established a pretty nice relationship with them and look forward to the visits.

Last month we had an exciting adventure of a different type. We paired up with one Hogar student and went to Divercity. Most of the students from the Hogar had never been there, so it was a new and educational experience for them. Our CNG fifth graders were very responsible and took good care to see that their partners had a fantastic time. They visited the airplane; the pasta and chocolate shops; the paper-making activity; the veterinarian; and even cleaned the teeth of the “dummy” in the orthodontists’ office. Other groups did wall climbing, firefighting, newspaper reporting, and a variety of other activities. They learned something about handling money and a credit card. After a snack we returned by bus to the school. We all agreed that this was the best Hogar Nueva Granada interaction we ever had!

This month we are planning for a visit by the Hogar students to our classrooms in the elementary school. Some classes are working on a “carnival” with games and different stations. Others are planning outdoor activities. Depending on the age of the Hogar children, we are all working on something to do that will be fun for them. This has been an excellent set of experiences for all of us this year. We learned what it is like to be responsible for students younger than ourselves. We are hoping to continue the relationships next year.
Veinte años han pasado desde que nos separamos y tomamos cada uno distintos caminos. Seguramente, son muchas las huellas que hemos dejado en todos los lugares visitados y que han hecho parte de nuestra vida. Este año, nos reencontraremos trayendo al presente memorias casi olvidadas de un pasado, y lo más importante unirnos para dejar una huella más: una valiosa huella en el Hogar Nueva Granada, obra maravillosa que desde hace cinco años viene ayudando a la comunidad vecina que desde siempre rodeó a nuestro colegio. El Hogar aún permanece cercano a nuestro colegio pero quienes asisten a él no han corrido con la misma suerte con la que nosotros hemos logrado terminar carreras profesionales, trabajar en buenas condiciones, vivir cómodamente y tener familias organizadas.

Al Hogar Nueva Granada asisten diariamente 358 niños de bajo estrato, de lamentables condiciones económicas y familiares, pero que ven una luz para el futuro en esta Fundación. De estos niños, sólo hay 122 niños apadrinados recibiendo educación, atención médica y odontológica y nutrición completamente gratis. Para el resto de los niños es un esfuerzo que hacen sus padres para que sigan asistiendo al Hogar, consiguiendo el dinero para pagar por sus hijos. Es un esfuerzo casi sobrehumano. Es una suma muy pequeña, pero para estos padres, por lo general madres cabeza de familia, significa mucho.

Es pensando en estos niños, que nuestra Clase del ’87 quiere unirse para seguir construyendo el futuro de muchos niños más. Esto significará no solo un impacto en las comunidades vecinas, sino en todos nosotros como antiguos residentes del sector. A través de este acto trascenderemos como gestores de una buena causa y continuaremos labrando un camino que inspire a las siguientes promociones.

Hemos planeado una serie de encuentros durante los días 25 y 26 de Mayo para reconocer el Colegio que fue nuestro el segundo hogar aprovechando hacer entrega de nuestro aporte, como compromiso por Colombia, por la niñez desamparada y por el permanente funcionamiento del Hogar Nueva Granada en bien de la sociedad y del futuro.

**Veinte años han pasado desde que nos separamos y tomamos cada uno distintos caminos. Seguramente, son muchas las huellas que hemos dejado en todos los lugares visitados y que han hecho parte de nuestra vida. Este año, nos reencontraremos trayendo al presente memorias casi olvidadas de un pasado, y lo más importante unirnos para dejar una huella más: una valiosa huella en el Hogar Nueva Granada, obra maravillosa que desde hace cinco años viene ayudando a la comunidad vecina que desde siempre rodeó a nuestro colegio. El Hogar aún permanece cercano a nuestro colegio pero quienes asisten a él no han corrido con la misma suerte con la que nosotros hemos logrado terminar carreras profesionales, trabajar en buenas condiciones, vivir cómodamente y tener familias organizadas. **

Al Hogar Nueva Granada asisten diariamente 358 niños de bajo estrato, de lamentables condiciones económicas y familiares, pero que ven una luz para el futuro en esta Fundación. De estos niños, sólo hay 122 niños apadrinados recibiendo educación, atención médica y odontológica y nutrición completamente gratis. Para el resto de los niños es un esfuerzo que hacen sus padres para que sigan asistiendo al Hogar, consiguiendo el dinero para pagar por sus hijos. Es un esfuerzo casi sobrehumano. Es una suma muy pequeña, pero para estos padres, por lo general madres cabeza de familia, significa mucho.

Es pensando en estos niños, que nuestra Clase del ’87 quiere unirse para seguir construyendo el futuro de muchos niños más. Esto significará no solo un impacto en las comunidades vecinas, sino en todos nosotros como antiguos residentes del sector. A través de este acto trascenderemos como gestores de una buena causa y continuaremos labrando un camino que inspire a las siguientes promociones.

Hemos planeado una serie de encuentros durante los días 25 y 26 de Mayo para reconocer el Colegio que fue nuestro el segundo hogar aprovechando hacer entrega de nuestro aporte, como compromiso por Colombia, por la niñez desamparada y por el permanente funcionamiento del Hogar Nueva Granada en bien de la sociedad y del futuro.
When the producer Marcela Gaviria and the correspondent Martin Smith traveled to Iraq in November for the PBS series “Frontline,” they found themselves without a translator after the man they had lined up canceled abruptly because his brother had been kidnapped, shot and left for dead. (The brother lived, they were told.)

From left, Martin Smith, Tim Grucza and Marcela Gaviria in Baghdad. They forged on with the reporting, not always knowing exactly what their Australian cameraman, Tim Grucza, had captured. So it wasn’t until they returned to New York and an Arabic-speaking employee was going through the videotape that they uncovered the eye-opening scene featured in their report “Gangs of Iraq,” to be shown by PBS tomorrow as part of the weeklong “America at a Crossroads” series. As the camera hovers, Iraqi soldiers, ostensibly searching for cached weapons under the tutelage of American troops, discuss among themselves where the contraband is hidden and why the Americans won’t find it, bringing home in a concise way the challenges faced by the United States.

“Gangs of Iraq,” a critical look at how Iraqi sectarianism is hampering American efforts, is the fifth post-Saddam Hussein “Frontline” film made by Ms. Gaviria and Mr. Smith, who work from a home base in a narrow warren of brownstone offices on the Upper West Side of Manhattan, supplemented by lengthy location trips. “Gangs of Iraq” also includes video from freelance journalists working there and interviews with reporters who have been based there, including some from The New York Times.

Starting with the DuPont Award-winning 2003 report “Truth, War and Consequences,” the team, working under Mr. Smith’s independent production company Rain Media, has charted the course of the war. “Truth” looked at the planning for postwar occupation. “Beyond Baghdad” (2004), a road trip across Iraq that documented the fractured nature of the country, grew out of a challenge from L. Paul Bremer III, who was then the U.S. administrator in Iraq and was frustrated by the attention placed on Baghdad. A third film, “Reporting the War” (2005), chronicled the life of foreign journalists in Iraq; a fourth, “Private Warriors” (also 2005), examined the
role of private contractors in the war effort. “Frontline” has also shown a string of reports, produced from Washington, exploring American policy in Iraq.

The Rain Media team members travel light in Iraq with a footlong digital camera and about 10 cases of equipment, less than half of what they would use in the United States. “We’ve always gone under the radar, without a lot of security, not working with soundmen or assistants, and so it’s often just the three of us, sometimes just the two us and occasionally sometimes just Tim,” said Mr. Smith, 58, who sometimes handles the camera work himself. While most journalists live outside the fortified International Zone (formerly called the Green Zone), Ms. Gaviria and Mr. Smith stay in a hotel inside the zone “because we don’t have a network, we don’t have armored cars,” Ms. Gaviria, 37, said. When they traveled this time without troop protection, to the Ministry of the Interior among other places, it was in two beat-up, unarmored cars, using drivers they trusted.

“Those trips were terrifying,” Ms. Gaviria said. “Other journalists would say that’s simply foolish, and frankly it probably was. But you’ve got to get your story, and you’ve got limited resources ’cause you are PBS, and you’re not a network, and you don’t have full-time security. You try to weigh it.”

Although the PBS-size budget may be less than the commercial networks spend, the resources “Frontline” has invested in its Iraq and Afghanistan coverage are considerable, said David Fanning, the program’s executive producer, who pinches money here and there from other projects to finance what are its most expensive reports. “Gangs of Iraq,” which received about $800,000 in production money from the Corporation for Public Broadcasting, was produced on a budget of just about $1 million, far more than the usual $350,000 to $600,000.

The petite, soft-spoken Ms. Gaviria — who walks with a cane — was once held by guerrillas while on a reporting trip in her home country, Columbia. Still, while in Iraq she chooses carefully which times she ventures out for her work. “If something really bad happens, I can’t really run,” she says. “You just have to weigh what you can and cannot do.”

“Those trips were terrifying,” Ms. Gaviria said. “Other journalists would say that’s simply foolish, and frankly it probably was. But you’ve got to get your story, and you’ve got limited resources ’cause you are PBS, and you’re not a network, and you don’t have full-time security. You try to weigh it.”

Mr. Fanning stopped Ms. Gaviria from traveling to Iraq for the film on foreign journalists, he said, “because I didn’t feel like we should take another risk at that moment.” Instead they relied on an on-site cameraman to get the material they needed.

Mr. Smith has been producing for “Frontline” almost since the series began in 1983 and is one of the most prolific producers “in the history of the series,” Mr. Fanning said. He was on staff of the program at one point, and in the mid-1990s produced documentaries for ABC News before forming Rain Media in 1998.

It was Mr. Fanning who pushed Mr. Smith to become an on-camera correspondent. “He’s got a great authority and a presence,” Mr. Fanning said.

At 6 foot 6 Mr. Smith is something of a celebrity among the troops. But one Iraqi driver on the last trip quit because he feared being seen with the obvious American. The Rain Media team also includes Ali Fadhil, an Iraqi doctor studying in New York on a Fulbright scholarship, who translated every shot they brought back. He discovered the patrol scene that Mr. Grucza had filmed “on pure instinct,” Mr. Smith said. The cameraman, he said, had “just sensed that this little conversation off to the side was worth photographing.”

Mr. Fanning said that sectarianism in Iraq was an obvious subject for this “Frontline.” Still, he said, “Frontline” reports “are never subjects; we are always looking for the narrative thread” that will persuade viewers to devote an hour to a single topic.

In “Gangs of Iraq” “we had two films,” Ms. Gaviria said. “It was the militia story, and it was ‘standing up the Iraqi forces,’ and how those two stories intersect and collide along the way.”
Bogotá was crowded with recently graduated High School students who were willing to start achieving goals that not only satisfied us but also helped our country. The class of 2006 was recognized worldwide as the result of a 1987 baby boom, which made it harder to attend the places we wanted and created as well a great amount of competition in almost every area of our interest. Taking that in mind I decided to do not only something that satisfied me but gave the tools to help me compete and achieve my goals. Thanks to this conclusion, the persuasion of my dad, and my personal curiosity, I decided to go to China to study Mandarin for six months. After many detailed planning and mental preparation I arrived to Beijing and started my language courses in Beijing International Studies University. I lived in the school dorms with the rest of the foreign students who I met soon enough and are now really good friends of mine. There are people from all around the world, and what we all have in common is an adventurous spirit and a smart outlook into our future. After almost two months I was already used to the pollution, the uncivilized population, the traffic, the language, and of course, the food. It was then that I realized how short six months was and so I decided to stay for a longer period. The experience was wonderful and the language was going well, so it was better for me to stay a little longer attempting to finish was I had already started. Times flies, and soon I’ll be back in Bogota to start my career. I thank CNG for the tools they gave me to succeed in this adventure, but most of all, I’m glad I realized how important it is to escape routine and learn just what life has to teach you outside of the Bogota/CNG box.
LINDA (ASTRID) LEONARD.  BY CHARLOTTE SAMPER

Life sometimes gives us the opportunity to come into contact with people who are very special; people who leave an imprint on those that surround them. These “out of the ordinary” people may be charismatic or very intelligent. Linda was one of these people; however, her impact was the result of the human quality she demonstrated in her daily life, the spiritual strength she transmitted, and the courageous way in which she faced the many problems she had over the years. Of her 17 years at CNG, 12 were dedicated to being principal in the Middle School. Throughout those years she always placed the students’ needs first. Yet, the teachers who worked with her also felt her caring and support. Her bubbly personality, her optimism and positive attitude were contagious to such a degree that the Middle School was a happy place to study and work in.

Linda started her career as a music teacher; consequently, her love for music was felt in many ways. Teachers will never forget her parties where she would sit down at the piano and every one would sing whether they could carry a tune or not. Nor will they forget the joyful Christmas get-togethers where she introduced the Chinese gift exchange as a fun way of giving and receiving gifts. On the other hand, students also had many opportunities during assemblies to show their musical prowess or to enjoy singing with her. Her creativity was boundless. She would suggest exciting teaching activities to the teachers and enjoyed trying out new strategies for learning. Additionally, one of Linda’s legacies to CNG was her PhD. dissertation where she compiled the school’s history. This dissertation is frequently consulted today.

Linda always took time to write personal notes of support or congratulations to her teachers. She was also sensitive to the problems her staff or families might be going through and set aside the time to support them in different ways - either through prayer groups, house or hospital visits, a phone call or a note. Those of us who were close to her have been forever thankful of those years when sharing, growing as professionals, and enjoying the educational experience were an important part of our daily life at CNG. Her three children and grandchildren will miss her, yet the imprint she has left them and those of us who worked with her will live on through all those she touched.

THE YEAR WAS 1967

The British invasion had taken over the New World; fashions had changed and music sprouted everywhere. Peggy Bradford ’68 and Kathy Ashworth ’68 were the go-go girls during that glamorous time that were the ’60s! Chris Kryzs ’68 and Gary Norton ’67 were the talented musicians. Regards, Ricardo Di Capua, CNG Alumni’68

HOME SCHOOLING, HOW CNG BEGAN....

“Sitting attentively at a small table in the study each morning were three children of Mr. and Mrs. Jaime Samper. Their mother, Doris, had come as a young bride from the United States to Colombia in 1927, in 1936, she had taken upon herself the task of teaching her own children to read and write, as well as learn arithmetic. As the year progressed, the children of two other English-speaking families were added to the group, which helped increase the parent’s awareness of the urgent need of the formation of an English-speaking school, one which would allow their children to transfer at a later date to schools in the U.S., Canada or Britain. Therefore, in the spring of 1938, several British American parents, who were strongly in agreement with this venture, began the task of founding such a school.”

MATH CARNIVAL
January, 2007

ALADDIN
December 1, 2006

BONFIRE
December 13, 2006

DIVERCITY,
CNG & Hogar Nueva Granada
April, 2007

BAZAAR
May 5, 2007

FASHION SHOW, MASQUERADE
March 10, 2007

GOD BLESS AFRICA
April 13, 2007

INTERNATIONAL FOOD WEEK
April 10-11, 2007

INTERNATIONAL FOOD WEEK
April 10-11, 2007
InSights / Colegio NUEVA GRANADA / June 2007

NJHS CEREMONY
March 29, 2007

BINATIONAL ARTS FESTIVAL
March 7-10, 2007

SPRINT WEEK
November, 2006

DESTINATION IMAGINATION
March, 2006

8th GRADE PROM
May 12, 2006

“SIEMBRA DE ARBOLES”; ALIANZA
April, 2007

CONGRESO DE LITERATURA
April 26, 2007

SCIENCE FAIR
May 18, 2007

UN NUEVO RICO EN LA CORTE
March 29 & 30, 2007

NJHS CEREMONY
March 29, 2007

“SIEMBRA DE ARBOLES”; ALIANZA
April, 2007

SCIENCE FAIR
May 18, 2007