s my years at CNG come to an end, I would like to share with you the words of wisdom. For I am sure that in that case someone else would have written this article but vivid memories, reflections and many thanks to a community of outstanding individuals, which collaborated to teach me everything I know. Thus, spare a minute of your time and celebrate the product of your hard work, your example and the bright hopes you have for our generation. Peers, teachers, parents and the community of CNG as a whole, this is your work; you have the right to boast.

Fourteen years back a tall boy with chubby cheeks commenced what would be a most memorable journey, staid in his navy blue uniform and returning smiles to and fro, for he was too shy to speak his mind. Afraid at first of the experiences that CNG held in store for him, the kid encountered a community of people unlike himself: born and raised in different cultures, representing a plethora of philosophies, masters of different languages, and captains of an imagination that took them to worlds afar from those created by himself. Nonetheless, he found a community of understanding, inspiring and generous mentors. Those who know me understand the effect that this environment had on the once shy kid.

Through the confidence bestowed upon me by my teachers, the curious nature nurtured alongside my peers, and humbled by the talents of such a diverse student body, the child became one who speaks his mind, insists in the face of adversity, and excels to meet his full potential. Thus, I have found that it is not suffering alone that makes us strong (if that is even true) but rather the realization of what we can do, the walls we can bring down, and the change we can ignite. This is one of those unique things that CNG offers: the opportunity to understand that strength lies in diversity, confidence lies in belief, and change lies in us.

Likewise, and to the relief of his parents, the kid managed to learn a few things during his path through CNG. The beauty lies in that I was given the freedom to pursue the topics I enjoy with great depth, while acquiring a holistic education through exposure to other, perhaps less, engaging topics. Thus, CNG truly strives to maximize the individual potential. I mention this not to cover a point in the agenda, but because it really does without question. Those who pursue their passions will find mentors capable of supporting them in their path to winning the National Junior World Cup. Not every student sets his mind on getting into a specific college—some of the most successful people didn’t go to college—but those who wish to aim high get acceptances to the top universities in Colombia, the United States, and the world. I could go on, but you get the idea. CNG students are not what their parents, professors or friends want them to be. They are what they want to be, that which makes them happy. And, rest assured, they are incredibly good at it.

Thus, I end my acclam to our school with a few words, not of wisdom, but of fact. Know that you are all contributors to the grandest educational endeavor in Colombia. Know that this kid is forever grateful for the education he received and the freedom he has learned to embrace. Likewise, for those of you with more time ahead as students at CNG, please heed these words: the present are among the best years of your life. Smile at them, shiver as you consider the possibilities, pursue your passions, and be that person you dream of becoming without the slightest care for what others might think. As long as you are the best at it, and embrace with pride the education that you received, you will succeed.

Daniel Toro has been a student at CNG since 1998. As president of the National Honor Society and Captain of the Math Olympiad Team, he has taken advantage of all the opportunities that the school has to offer. A member of the CNG class of 2012, Daniel will be continuing his studies at Princeton University this fall. He can be reached at dtono@outlook.com.
I have always been interested in education. In secondary school, my life was surrounded by theorems, equations, and numbers (I had the honor to be a Math Olympiads Medalist representing Colombia in several international competitions), and then I had the chance to study at the Massachusetts Institute of Technology (MIT) with a focus on math, economics, and entrepreneurship. Now I am the president of the board of the MIT Enterprise Forum Colombia and board member of the MIT Harvard Club Colombia. In the latter, I lead the College Chapter, in which one of its main purposes is to encourage students to apply to MIT and Harvard. In some of these encounters, I have met several CNG students, and I have started to notice many qualities in them, such as self-confidence, academic achievements, extracurricular activities, and social work, that have caught my attention. This year several CNG students were admitted to top universities in the USA such as MIT, Princeton, Stanford, Columbia, Chicago, Brown, Berkeley, Dartmouth, and UPenn, among others.

This is why, when our family was thinking about the school for our 4-year-old daughter, CNG came to our mind immediately. When doing a more in depth research, we were captivated by CNG’s vision statement “Educating the mind, strengthening the body, and developing character for leadership and service in the world of today and tomorrow.” It was not only what it stated that drove our attention, but mostly to see that every aspect of its vision was a vital part of every person and activity within its community.

There are many examples and programs that make CNG a unique choice, and represent its vision statement very well such as: Proyecto Vida, Hogar Nueva Granada, Destination Imagination, Model United Nations, Math and Physics Olympiads, Athletic and Arts Programs, to mention some, but what really makes it possible for these programs to create the right learning environment, are the visionary administration and teachers, parental involvement, and students’ engagement. These, plus the fact that we are surrounded by a diverse community, are difficult to find anywhere else.

Another key aspect of CNG is that its mission statement states that its program is “focused on motivating students to achieve their individual potential for excellence,” and this is very important in today’s and tomorrow’s competitive environment. Maximizing their confidence levels and individual potential will help them to have more successful and happier lives. That is why, for example, sports skills might be important in careers in business (leadership and teamwork), or artistic skills can make a person more creative in professions such as architecture or marketing.

We live in a changing world where education has changed tremendously over the past few years and will change even more in the future. This is why it is important to mention some examples of initiatives that the CNG community should know about, and find the way to participate more actively in, to become a global leader in education:

i. Khan Academy (www.khanacademy.com): One of the most successful examples of online learning where you can watch for free over 3,000 videos with lessons for students K to 12 with their respective tests, on topics ranging from math and science to economics and history, while having a statistical analysis of each student (how long did it take to learn a subject, which areas to focus, etc...).

ii. EdX (www.edxonline.org): Massachusetts Institute of Technology (MIT) and Harvard University, just launched a “revolution in education” called EdX, which provide Harvard and MIT interactive classes over the Internet for free, looking to build a global community on the Internet and to improve education for everyone in the world with access to Internet

iii. TED (www.ted.com): Inspiring talks from experts in a variety of topics such as Technology, Entertainment, and Design

iv. MIT OpenCourseWare – OCW (ocw.mit.edu): Free materials such as lectures, video classes and exams from the Massachusetts Institute of Technology (MIT)


CNG is very well positioned to become a crucial player in this evolving global educational revolution.
Dear CNG community,

The 2011-2012 school year has come to an end, and as PTA President I am proud to share with you our numerous amazing accomplishments!

As you may already know the PTA’s role is to enhance our children’s overall experience at CNG; we do so by providing financial support as well as countless volunteer hours for many events carried out at CNG.

We hope your family joins the PTA in the coming year, to strengthen our school community and consolidate our efforts to benefit each and every student.

Wishing you a wonderful vacation,

Marcela Serrano
PTA President

Welcome Breakfast for New Parents (in August & January) $1,783,000
Welcome Lunch for Teachers and Administrative Staff at Andres Carne de Res $15,982,000
Halloween and Christmas Decorations $9,798,000
Ceremony of Light (Santa, hot air balloon, fireworks) $11,407,000
New Flatware for Student Cafeteria $13,116,000
Book Donation to the Hogar Nueva Granada Library $2,550,000
Recycling Project to support the Hogar’s sustainability $2,088,000
Book Fair $1,018,000
Christmas Gifts to Teachers, Staff and their Families $2,806,000
Published “Always remember, Always in your heart” by Viviana Berlin, a book for grieving
Support of the Proyecto Vida Program $2,088,000
Conference for MS students with Microsoft President Jorge Silva on “Technology and Values” $2,806,000
Storyteller Program
Gift of House T-shirts to all new students

Myra Berlin
Reflecting on Being a Teacher

by Tuula Aro

TIll Graduate/College Santa Maria Teacher

The action research I carried out with my thesis partner was aimed at changing the way students learn science concepts and processes by employing experiential and multisensory approaches. Students receive information in a variety of ways that take into account their different learning styles. Students are also given options when communicating what they’ve learned by applying the arts and technology in their work. I have noticed that the grades my students obtain have improved. Students are also easily engaged and show true commitment when working on the assigned projects. By using cooperative learning strategies, students who struggle are also given opportunities to shine and succeed. Overall, my science classes have become more active and once class work is moving along smoothly, I have the time to check on all students, especially those who need a little extra attention.

The implication of this action research has been important. I firmly believe that direct experience and the arts should be included in the curriculum as part of different subjects, including science. The aim is to give students with different learning styles the chance to acquire and express knowledge in different ways, to nurture imagination and creativity, and to foster empathy. The world today needs creative problem solvers who are able to make the world a better place.

It is good to know that the arts can also help students who struggle to become active problem solvers who are able to make the world a better place.

Opportunities come and go in our life and it is an important life skill to be alert to them, so that we will not miss them. If we do not take advantage of them right away, it is possible that we shall miss them altogether because they may not come by our way again.

By definition, the word “opportunity” means a favorable or advantageous circumstance, or combination of circumstances, and a favorable, or suitable occasion or time. It also means a chance for progress and advancement. When I think about this school, all of the above come to mind.

You do not have to be a “genius” to study here, but the school offers you the opportunity to become a genius, if you want, because of the wide range of offers to advance your knowledge and to pursue your interests as broadly as or as deeply as you see fit: a qualified faculty committed to the cause of educating the mind, strengthening the body, and developing character for leadership and service; in the world of today and tomorrow, and an international accreditation agency, such as SACS, that guarantees our quality and our continuous improvement; a Learning Center dedicated to giving everyone the opportunity to be successful, functional, and happy; student clubs, AP courses, three great libraries, technology, science labs, cultural activities, and so many more things that, at times, may seem overwhelming, but that define the “essence” of what Colegio Nuevo Granada is willing to do for its students.

Along with this, there is a wide range of extracurricular activities that complement our education, address the subtle differences in interests that our student body brings, and enhance the development of our minds, bodies, and character even more.

In just one week, as a member of staff, I have had the chance to participate in the 22nd Congress de Literatura that was organized by the Spanish Department, visit two Art exhibits – two admirable bursts of creativity – one in the Elementary School library (Pervivencia, by Lina Sinisterra, the high school Art teacher, and another one in the Elementary Gym: the Joan Miro Art Exhibit), visit a replica of the Ancient Greek market (or “agora”) that was done by 4th graders, and browse in the Technology Fair for the latest models of tablets and smartphones available in the market.

We also hosted the Middle School bi-annual games (our CNG teams win five championships) and our student Gabriela Maldonado, member of the CNG female sub-17 soccer team, will represent Colombia in the World Championships.

Three other components of the many opportunities that we can encounter at our school have to do with the rich offerings that our Classroom Without Walls program provides for us, the many local projects that our students can engage in through their participation in NHS, NJHS, and Hogar Nueva Granada, to further develop their character, and the fact that we are allowed to live within a diverse, multicultural setting where 44 different nationalities are represented.

For me, it is a privilege to work or study in a school such as this one!

But the decision to become a TCRWP school is, perhaps, the most exciting thing for me right now. Reading and writing are my favorite pastimes and to think that I can be part of this project, doing the two things that I most like to do for a living is something that I did not imagine would also be possible at CNG in my lifetime.

We can become a learning community such as the one I visited in January 2012 in New York City, share and learn from one another, and, perhaps, truly become “the school of excellence” that I know that we can be. Therefore, let us all “savor the day”!

“Look before, or you’ll find yourself behind.”

“An egg today is better than a hen tomorrow.”

“Time flies! Don’t waste it.”

“Where there is no vision, the people perish.”

“Those who fail to plan, plan to fail.”

“An empty bag cannot stand upright.”

All School
COMENTARIOS DE LOS ESTUDIANTES DE NOVENO GRADO
DEL H.N.G. SOBRE EL BENEFICIO QUE Han RECIBIDO CON EL SERVICIO SOCIAL DE LOS ESTUDIANTES DEL CNG

DIEGO A. SANTA CRUZ LEÓN

ME SIENTO ALEGRÍE DE ESTAR EN BAILE. PUES ESTO ME AyUda En MUyo A SER pUEnTAL y SIR SER MEJOR ConVIVIENDO Con LOS demás. ME AyUdA A ConvIVIR MEJOr HACIENDO GROUPO En UNA Muy buena ACTIVIDAD.

HUGO F. IBÁÑEZ

ME HA PARCE Muy CHEVÉRÉ. YA QUE En El GROUPO DE BAILE PUEDE DESARROLLAR DIFERENTES HABILIDADES, SALIR DE MI DUTINA, DISFRUTAR Y APRENDER AZÚCAR DE LO Que ME GUSTA.

HELEN MONTAÑA

AGRADEZCO LA OPORTUNIDAD Que ME han DAHO PARA BaILE. ESTO ME HA GUSTADO Muy BUEHo y ME ha BRINDADO MUCHAS NUEVAS EXPERIENCIAS. ME he GUSTADO Muy BIEN.

JESSICA RODRÍGUEZ

A MI PARTE ESTAR Muy AGRADECIDA POR LA OPORTUNIDAD Que nos han brindado. ESTO ha CAMBIADO mucho En MÍ. ME ha brindado muchas NUEVAS EXPERIENCIAS.

ANA MARÍA MARTÍNEZ

ESTE TIPO DE ACTIVIDADES son Muy BUENAS para NOSOTROS. Por ejemplo, las ACTIVIDADES DE BAILE nos AyUDAN a DesARROLLAR NUEvas HABILIDADES y a DesARROLLAR NUEVAS ACTIVIDADES.

DANIELA CORREA

ME SIENTO ALEGRÍA DE ESTAR En BAILE. PUES ESTO ME AyUda En MUyo A SER pUEnTAL y SIR SER MEJOR ConVIVIENDO Con LOS demás. ME AyUdA A ConvIVIR MEJOr HACIENDO GROUPO En UNA Muy buena ACTIVIDAD.

DANIEL JANSOY

ESTO ES VERO para MÍ. HE APRENDIDO a EXPRESARME MEJOR. ME ha Aprendido a TrABAJAR En GROUPO. HE ha Aprendido a Muy BIEN con LOS demás.

DANIEL JANSOY

ESTE TIPO DE ACTIVIDADES son Muy BUENAS para NOSOTROS. Por ejemplo, las ACTIVIDADES DE BAILE nos AyUDAN a DesARROLLAR NUEvas HABILIDADES y a DesARROLLAR NUEVAS ACTIVIDADES.

DIANA LÓPEZ

ME SIENTO ALEGRÍA DE ESTAR En BAILE. PUES ESTO ME AyUda En MUyo A SER pUEnTAL y SIR SER MEJOR ConVIVIENDO Con LOS demás. ME AyUdA A ConvIVIR MEJOr HACIENDO GROUPO En UNA Muy buena ACTIVIDAD.

DIANA LÓPEZ

ESTE TIPO DE ACTIVIDADES son Muy BUENAS para NOSOTROS. Por ejemplo, las ACTIVIDADES DE BAILE nos AyUDAN a DesARROLLAR NUEvas HABILIDADES y a DesARROLLAR NUEVAS ACTIVIDADES.

DANIEL JANSOY

ESTO ES VERO para MÍ. HE APRENDIDO a EXPRESARME MEJOR. ME ha Aprendido a TrABAJAR En GROUPO. HE ha Aprendido a Muy BIEN con LOS demás.
WE THANK ALL CNG FAMILIES, ALUMNI, AND FRIENDS WHO SUPPORT THE FUNDACIÓN HOGAR NUEVA GRANADA. YOUR SUPPORT MAKES THE EDUCATION OF THESE CHILDREN POSSIBLE! THANK YOU!
This article was written by Gabriel Seinjet, currently a 11th grade student at CNG. His goal in telling his story is to inspire other students and CNG families to start similar programs. His initiative has not only helped many children in the Hogar, but also has created a venue where other volunteer CNG students and parents dedicate their time and talents to nurture the less privileged in a way that is both fun and fulfilling for both the volunteers and the Hogar students.

When we first started to organize “Fútbol con Futuro”, we never thought it would grow to what it is today. In 2008, I turned 13 and celebrated my Bar Mitzvah, a coming-of-age ritual for Jewish boys. My family and I decided to add an element of social responsibility to the celebration; we wanted something larger to come out of this special moment in my life. During the ceremony, we announced to our guests that a portion of my gifts would be donated to “Fútbol con Futuro”, a soccer program we would start for the Hogar children.

“Fútbol con Futuro” started that day, as the seed of an idea, a project we hoped would take flight. Today, 70 kids (45 boys and 25 girls) take part in our team at Hogar Nueva Granada. We created this project because we thought that it was important for underprivileged students to have access to an extracurricular activity. We felt that when time is spent usefully, engaging in physical activity, kids have no time to get in trouble. Unfortunately, these kids live in communities where they are exposed to different risks, such as violence, drugs and alcohol. Now, instead of being exposed to these dangers, they do something they love and are passionate about: playing soccer. We hired a professional soccer coach and established a real soccer team in the Hogar. We train twice a week and participate in tournaments throughout the city on weekends. Sometimes the team wins; sometimes it loses. But it’s not all about soccer; it’s about the friendship and trust you establish. A student volunteer can’t just show up and collect service hours; you have to be there to support the kids, to help them create connections that they don’t have with anybody else. Luckily, other CNG community members have been very supportive and committed, such as Alberto Cuellar and his son Federico, to name a few.

I started building special bonds with these boys. Besides spending a fun time playing soccer, I became their confidant. They share stories of all types; many more sad than happy. The best part of all is helping and then hearing about positive outcomes. And this is what helping is about. Not just giving money, but giving of your time in a consistent manner. That is how helping becomes a passion.

A couple of weeks ago we got the amazing news that Fundación Real Madrid would become a partner to this project. It all began when we were looking for sponsors. Ricardo Lopez, a school dad, had the generosity, time and dedication to help me look for an outstanding sponsor. He located the Real Madrid representative in Colombia and was able to negotiate a deal that would take this project to another level: bringing in an official head coach, donating all the gear, and raising the number of children served to 150.

I would like for this project to become known and set an example within the CNG community; it is the only way we can expect a brighter and better future in our society. It does not require a lot of funds, just the willingness and commitment to take some of our time and give to others. If you’d like to help or learn more about the project, please contact me via e-mail at gseinjet@gmail.com. Or if you wish to form new projects, please contact the Hogar.

HOW HELPING CAN BECOME A PASSION

by GABRIEL SEINJET
High School Student
Remember the “good old days”? Before computers? And recycling? And amazing all day field trips? Way back when you were just learning to tie your shoes (no velcro) and read and count? For many of you younger parents, maybe your yesteryears weren’t as long ago as mine, but when I reflect back on my days as a kindergarten, 1st and 2nd grade student and the opportunities I had those many years ago, and then compare that to what our students are able to experience at CNG today, it’s pretty clear these “good old days” can’t compare to the world of opportunities available to our children in the Primary School. On any given day, one can walk through the playground or the halls of the building at the bottom of the hill and observe enthusiastic, motivated students involved in activities that are developing their character, strengthening their bodies and educating their minds.

In this issue of Insights you will get to read about some of the incredible experiences the CNG primary kids have been able to participate in this past year. You’ll read about our healthy, new garden and why so many of our KS students are being turned on to nutritious, colorful snacks. You’ll get to see pictures of our colorful and creative playground mural that each and every Primary School student contributed to. You’ll hear from a couple of CNG parents who helped start the Primary School’s wildly successful recycling program this year, and then you’ll learn a little about one of our educational and fun Classroom Without Walls trips. From technology, to conflict resolution, to classroom projects, the following pages aim to give you a snapshot of the many chances our students have to learn, and grow and experience in Primary School.

Webster’s dictionary defines “opportunity” as “a favorable juncture of circumstances” and “a good chance for advancement or progress.” As an educator with 20 years of experience and as a father with three children at CNG, I am thrilled to be at a place where students everyday are able to experience “a favorable juncture of circumstances,” and where there are abundant “chances for advancement and progress.” And while I have fond memories of all I learned during my first few years in school, I am confident that our Primary School students today truly are able to enjoy a world of opportunities the CNG; A World of Opportunities
You might wonder what connection Jackson Pollock might have to Colombian endangered animals and to a recycling campaign?

To be honest, the connections came by slowly but surely; they merged into a wonderful twenty meter by five meter art mural executed by all of our Primary School students, at our playground.

Color, line, and shape are the backbone of our Art P.S curriculum. When our art students explored Pollock’s fresh and spontaneous action painting techniques, his approach was an open invitation to learn through hands-on experiences about the elements of Art.

As we began to plan the endangered animals’ mural together, it was decided to use action painting to give the background a jungle, rainforest, wild feeling. We chose five animals from each region of Colombia and drew them surrounded by plants, on the expressive background. All of our 490 students had a chance to leave their imprint on the walls.

The Spanish-Sociales team was very supportive as they also included recycling and endangered animals in their curriculum. Inter-disciplinary model teaching is a great way for children to connect and understand the WHOLE picture. I am sure our students will not forget this experience and its message very easily, since they lived it with every inch of their bodies empowering them to make a positive difference in the environment by recycling.

I want to thank all the Primary School teachers, assistants, and our Primary School Principal Mr. Spence, for their uncondition-
al support and help at all times. I would also like to extend our gratitude to Servicios Generales, specially to Bernardo Colorado, Ernesto Yara, and Nubia Bonilla for helping out during the four weeks we spent painting outdoors.
As a mother of two CNG students who wanted to be involved at my children’s school and because of my interest in finding ways to help our environment, I decided to volunteer with the Recycling Project of the Hogar Nueva Granada. Gloria Wiesner, the Director of the Recycling Project, asked me to be the liaison between the Hogar and CNG and to assist her in thinking of ways we could improve the recycling efforts going on at our CNG campus.

We decided to start with a new campaign in the Primary School to encourage recycling practices in the classrooms. Our first step was to approach the Primary School Principal, Mr. Spence, to share our initial ideas and to ask for his support. He was very enthusiastic about the project and not only provided us with valuable contributions and ideas but also became a central figure of the campaign. For example, in order to create awareness, we adapted one of the most famous North American posters so that Mr. Spence would appear as Uncle Sam, encouraging kids and staff to recycle and get involved in the project.

After working and planning together, and with the support of the Publications and Media Services Department of the school, a recycling campaign for the Primary School was launched under the name “Looking for Green Prints”.

The main objective of the campaign is to have students separate paper items from other classroom disposals in a yellow basket that the school had already provided. We established a competition among the different grade levels by which each classroom would be measured by the weight of the used paper they would collect every week. The winning classroom gets to host a replica of the school’s mascot for a period of two weeks that has a hidden surprise inside of it. Each of the students in the awarded class also gets to put his/her green fingerprint on the elephant, as one of the goals is to transform our traditional grey elephant into becoming a “green” elephant.

Before the campaign started in mid-January of this year, the school was collecting about 34 kg of used paper per week. After seven weeks, the collection has increased to 455 kg per week. Students have been so motivated that they are bringing used paper, newspapers, magazines, and even telephone books from home, but most importantly, all primary classrooms are now depositing the used paper of their classrooms in the yellow baskets.

Our ultimate goal with this campaign is to see our entire CNG community become more aware and involved in becoming an active part of preserving our Earth’s environment.

Looking for Green Prints

by Andrea Merchán
CNG Parent

A comprar de dos CNG estudiantes que querían ser involucrados en el colegio de sus hijos y por el interés en encontrar formas de ayudar al ambiente, decidí volunterar con el Proyecto de Reciclaje del Hogar Nueva Granada. Gloria Wiesner, la Directora del Proyecto de Reciclaje, me pidió que fuera el intermediario entre el Hogar y CNG y que ayudaran en pensar formas en las que podíamos mejorar los esfuerzos de reciclaje que estaban en nuestro campus de CNG.

Decidimos empezar con una nueva campaña en el Colegio Primario para fomentar las prácticas de reciclaje en las aulas. Nuestro primer paso fue acercarnos a la dirección de la escuela, al Sr. Spence, para compartir nuestras ideas iniciales y pedirle su apoyo. Él fue muy entusiasta con el proyecto y no sólo nos proporcionó contribuciones y sugerencias, sino que también se convirtió en un personaje clave de la campaña. Por ejemplo, para crear conciencia, adaptamos uno de los posters más famosos de América del Norte para que Mr. Spence apareciera como Uncle Sam, fomentando a los niños y al personal a reciclar y participar en el proyecto.

Después de trabajar y planificar juntos, y con el apoyo de la Oficina de Publicaciones y Servicios de Medios de la escuela, una campaña de reciclaje para el Colegio Primario fue lanzada bajo el nombre “Looking for Green Prints”.

El objetivo principal de la campaña es que los estudiantes se impriman papel en otros desechos de su aula en una canasta amarilla que ya tenía la escuela. Establecimos un concurso entre los diferentes niveles por el que cada aula sería medido por el peso del papel usado que recogieran cada semana. La aula ganadora obtiene la oportunidad de albergar una réplica de la mascota de la escuela durante dos semanas que contiene una sorpresa oculta. Cada uno de los estudiantes de la aula ganadora también puede poner su imprenta verde en el elefante, como una de las metas es transformar nuestro elefante tradicional gris en un “elefante verde”.

Antes de que la campaña comenzara a finales de enero de este año, la escuela estaba recogiendo aproximadamente 34 kg de papel usado por semana. Después de siete semanas, el reciclaje ha aumentado a 455 kg por semana. Los estudiantes han sido tan motivados que traen papel usado, periódicos, revistas, y hasta libros de teléfono de casa, pero lo más importante es que ahora todas las aulas de primaria están depositando el papel de sus aulas en las canastas amarillas.

Nuestro objetivo final con esta campaña es ver cómo toda nuestra comunidad de CNG se vuelve más consciente e involucrada en convertirse en una parte activa de preservar nuestro ambiente de la Tierra.

La Visita a la granja

por Mari Carbo
Profesora de Español de Primaria

la Visita a la granja

by Mari Carbo
Profesora de Español de Primaria

Muy cerca, en la autopista norte, en nuestra ciudad, se encuentra la granja de Multiparque. Este lugar nos sirvió para una magnífica experiencia de aprendizaje. Nuestros niños de Kinder 5 disfrutaron de un día en compañía de aquellas criaturas más familiares para ellos desde que son pequeñitos. Algunos estaban cerca de los animales de la granja por primera vez.

En la clase de español, durante varias semanas estuvimos leyendo cuentos donde los animales de la granja eran personajes principales de historias simpáticas y graciosas. También trabajamos e investigamos las características más importantes de cada uno de ellos y aprendimos palabras interesantes como “mamífero”, “ovíparo” “cuadrúpedo”. Dibujamos, escribimos, co- loroamos, y realizamos muchas actividades alrededor de este tema.

Cuando llegamos a la granja y comenzamos el recorrido entre los animales, los guías nos contaron de un ternero de ocho días, de un avestruz, una oveja y un cordero. También de Matilda, la mula y el pony, su amigo. Del gran pavo real, que desfiló para nosotros, codornices, gallinas y gallos de gran variedad. De los marranos olorosos y peces de colores. De los patos regordetes y gansos bulliciosos. De los cuyes, conejos y su gran número de crías. Del cultivo y del inmenso espantapájaros. Ordeñaron a la vaca, plantaron semillas y jugaron en un jardín espectacular.

Cada una de estas experiencias nos motivaron a escribir, dibujar y relatar pequeños momentos que nunca olvidaremos.
Children are natural learners. They are curious, interested, and enthusiastic about learning new things. The best way to teach children is to build on play and consider their natural learning styles. At Kinder Four our students have the opportunity of engaging in different situations where they can assume roles in pretend play settings such as: house, school, restaurant, and here they will end up supporting their learning in a natural environment.

One of my favorite psychoanalytic theories was created by D. W. Winnicot. This renowned British therapist (1966-1971) extensively wrote about child development and the importance of play in fostering the interconnectedness between individuals. Winnicot wrote that “In playing and perhaps only in playing, the child or adult is able to be creative…[and through creativity] discovers the self” (p. 73). I identify closely with Winnicot’s statements and as a primary counselor I rely on play to build bridges of communication with others.

The image of a simple tree is pasted on my office wall. As part of their play time, many of the Kinder-Four students drop by the primary office to use simple art materials and create what they wish for the tree. Through this form of structured free play the children have had the opportunity to:

1. Make decisions: Students are encouraged to make their own choices regarding what they wish to add to the tree (colors, materials, and themes).
2. Control their impulses and resolve conflicts as they arise: During the creative process students negotiate and find solutions to problems. Sometimes two children want the same crayon, sometimes the type of material they had in mind is not available, sometimes they face technical frustrations, etc, solutions are found.
3. Talk about emotions: As children create together they sometimes converse about different personal experiences. Small group dialogues have spontaneously risen regarding fears, dreams, friendships and family situations.
4. Build community: By building the tree together students have created relationships with children from different class rooms. Additionally, they know that their special piece is important to the whole image and this serves as a metaphor for their importance in the school community.
5. Build a relationship with me: By having a creative relationship with me I hope that students are more likely to seek me out when they need help.

Play is what children do best and enjoy the most. For children, play is their work. Play fosters total development and should be integrated into everything children do. Hands-on activities and games challenge kids to use their skills guaranteeing growth in the social, emotional, cognitive, physical, and aesthetic areas.

Children learn through active involvement with concrete objects. They need many firsthand experiences with real things, such as Science experiments, construction, art projects, dramatic play, and fieldtrips.

Confucius

HOW CHILDREN LEARN?

I HEAR AND I FORGET.
I SEE AND I REMEMBER.
I DO AND I UNDERSTAND.

Confucius
Orange, Green, Red and Yellow! Come on Cheer for your Fellow!

The house system is a traditional feature in our school. Our school population, including students, teachers, and other staff members are allocated to one house. It is ensured that children with older siblings join the same house as their brothers and sisters. Our house system has been named after familiar prey birds, and each house is usually identified by its symbol and color: Ospreys are orange, Falcons are green, Hawks are red, and Eagles are yellow.

The house system helps build an individual’s strengths within a group and create a bond with other students of all ages. In addition to encouraging pride, respect, and personal responsibility among students, it is intended for the House System to instill in students a sense of ownership and “belonging.” The message is to create healthy rivalry in friendly games and other extra-curricular activities, build team work, leadership skills, and of course, promote cooperation.

A special feature of the house system in our school is the competition between houses. The traditional field day is an inter-house competition. Merit points for good sportsmanship and winning games are totaled up for comparison between houses. However, everybody wins for participating and supporting their house.

During our last field day in March 2012 our Kinder-5 children participated in sporting events led by our Physical Education department with the support of all K-5 teachers and teacher assistants. Games ranged from scooter and, ski relays to hula hoop, sack races, and a hula hoop competition. They were all a delight for our children! Activities were located in two areas during the day, and general rules were discussed as follows:

- Each house stays together for the entire activity.
- Each house must stay in their assigned area for the duration of their activity, or event, until a signal is given to move to the next area.
- House members are encouraged to use cheers, songs, and shirts to identify and promote a positive team atmosphere.

Field Day is a fun way for a school to unwind at the end of an academic year and as the house systems has evolved - and as the bonds have developed, it has become the heart of our school!

What do colors, snacks, nutrition, a garden, and CNG’s KS students all have in common? They are all elements that make up a delicious, hands-on, educational program called SKIPERS started up in the Primary School this year. SKIPERS stands for Super Kids Plant and Eat a Rainbow Sensational feast, and is the brainchild of Sandra Jimenez, a CNG parent who is also a medical doctor and Public Health Specialist. As a KS parent in Ms. Edna’s class last year, Sandra spent months researching nutrition curricula for young children and began designing a program she hoped would both educate and motivate our primary students toward healthy eating habits in a developmentally and culturally appropriate way. The results were wonderful. So wonderful, that Shawna Abadi, a CNG mom who is also a psychologist with an M.A. in child development, joined her. Together they created a nutrition curriculum for this year’s KS students that addresses all three pillars of CNG’s Vision Statement as it teaches our kids to:

- Understand where our food comes from and become familiar with different fruits and vegetables and their benefits (Educating the Mind);
- Increase their fruit and vegetable intake (Strengthening the Body);
- Understand the value of our land as the source of healthy foods and the importance of taking care of our Earth (Developing Character).

In addition to visiting each KS class once a month to teach hands-on, fun nutrition lessons and expose kids to a variety of colorful and healthy snacks, Sandra and Shawna partnered with the school to create an edible garden where students are able to actively participate in planting, caring for, and harvesting fruits and vegetables, allowing them to actually take part in experiencing how food goes from a seed to the dining room table.

As word of mouth has spread on the positive effects the program is having on our KS students, Sandra and Shawna are now looking forward to expanding the SKIPERS program to K4, 1st and 2nd grade in the coming year. Their passion for teaching kids the value of healthy eating, along with their willingness to dedicate time, effort, and resources has made for a successful kick-off to this program. It is exciting to have parent involvement such as this where seeds are literally being sown, not only in our new, edible garden, but also in our students’ minds, bodies, and character.

A Nutritious, Delicious Revolution

PS Parents and Teachers Working Together for Healthy, Happy Children

by SANDRA JIMÉNEZ, SHAWNA ABADI, AND TOM SPENCE
CNG Parents and Primary School Principal

What do colors, snacks, nutrition, a garden, and CNG’s KS students all have in common? They are all elements that make up a delicious, hands-on, educational program called SKIPERS started up in the Primary School this year. SKIPERS stands for Super Kids Plant and Eat a Rainbow Sensational feast, and is the brainchild of Sandra Jimenez, a CNG parent who is also a medical doctor and Public Health Specialist. As a KS parent in Ms. Edna’s class last year, Sandra spent months researching nutrition curricula for young children and began designing a program she hoped would both educate and motivate our primary students toward healthy eating habits in a developmentally and culturally appropriate way. The results were wonderful. So wonderful, that Shawna Abadi, a CNG mom who is also a psychologist with an M.A. in child development, joined her. Together they created a nutrition curriculum for this year’s KS students that addresses all three pillars of CNG’s Vision Statement as it teaches our kids to:

- Understand where our food comes from and become familiar with different fruits and vegetables and their benefits (Educating the Mind);
- Increase their fruit and vegetable intake (Strengthening the Body);
- Understand the value of our land as the source of healthy foods and the importance of taking care of our Earth (Developing Character).

In addition to visiting each KS class once a month to teach hands-on, fun nutrition lessons and expose kids to a variety of colorful and healthy snacks, Sandra and Shawna partnered with the school to create an edible garden where students are able to actively participate in planting, caring for, and harvesting fruits and vegetables, allowing them to actually take part in experiencing how food goes from a seed to the dining room table.

As word of mouth has spread on the positive effects the program is having on our KS students, Sandra and Shawna are now looking forward to expanding the SKIPERS program to K4, 1st and 2nd grade in the coming year. Their passion for teaching kids the value of healthy eating, along with their willingness to dedicate time, effort, and resources has made for a successful kick-off to this program. It is exciting to have parent involvement such as this where seeds are literally being sown, not only in our new, edible garden, but also in our students’ minds, bodies, and character.

A Nutritious, Delicious Revolution

PS Parents and Teachers Working Together for Healthy, Happy Children

by SANDRA JIMÉNEZ, SHAWNA ABADI, AND TOM SPENCE
CNG Parents and Primary School Principal
CONFLICT

AN OPPORTUNITY TO TEACH AND LEARN

by LINA PAREDES
Primary School Teacher

M y eyes look up as I try to finish correcting stu-
dents’ math quizzes. As a few of them wait in line to receive their feedback, I notice two students approaching my desk, both of them looking upset, nervous, and affected. One of them holds a purple pencil sharpener in her hand while the other one says, “Ms. Lisa, she took my pencil sharpener and it’s mine!”

This is probably one of the most frequent situations you’ll find yourself facing if you work with students at the primary level. A situation that gets complicated rapidly when the other student follows with a “No! It’s mine! She took it!” This is all accompanied by two very distressed and anxious faces of students who have watery eyes and fidgety hands. For a few moments, they try to convince me that it was their classmate and not them who were the wrongdoers. This is where I, as a teacher, become Sherlock Holmes and begin looking for clues to determine who was involved, when it all happened, how it happened, and who did what.

This is how we teachers spend a big part of our days in the primary grades, trying to solve mysteries where all the students involved in the conflicts feel that they are the victims. Victims, whose egocentrism, characteristic of their age, makes it difficult to look at situations from somebody else’s perspective and consequently find solutions that would meet needs of the other people involved. To make matters even more difficult, the “perpetrators” avoid being discovered at all cost! The teacher becomes the detective and judge who ultimately determines who the “offender” was and who the “victim” was.

In our School Family, I have found a much better way of dealing with these everyday conflicts that has resulted in students feeling empowered and has turned out to be a better alternative than I hav- ing to become Sherlock Holmes. A way in which everyday conflicts, that may appear easy to solve, are not seen as interruptions to the lesson being taught but as opportunities for me to teach and for my students to grow and learn.

The first thing I do to work on solving these conflicts is to re- fer to my class as our “School Family” on a daily basis. Even though this may seem like an unimportant difference in terminology, the fact that we call our class our “School Family” has many important implica-
tions. Just as a regular family, our School Family is made up of many individuals (including the adults) who each have their own histories, personalities, likes, and dislikes. It is the main responsibility of the adults (teachers) in our School Family to keep the children safe both physically and psychologically in the same way parents would in a regular family. The children’s main responsibility is to behave in kind, helpful, and safe ways in the same way that they would in their own families. Most importantly, in our School Family all mem-
bers are accepted, appreciated, and loved regardless of their needs, actions, and mistakes in the same way that we all are in our regular families. In our School Family, we always see the best in others and because of this, students feel that no matter what problem they have, they can always count on adults to help them find kind and helpful so-
lutions and they know that they will always be accepted, appreciated, and loved by others, regardless of their actions.

This is why, when these two students could not solve this prob-
lem between themselves, they came to me for help. After listening to both sides of the story and realizing that both of their sharpen-
ers looked alike, I guided our conversation away from the idea of who was “guilty” in taking the pencil sharpener and in the direction of helping both students work together to find a fair solution. In-
stead of having us play a blaming game, we started thinking about ways they could both use the pencil sharpener which, for each one of them, seemed to belong to them. After a brief but deep conversa-
tion, we decided to try looking for the other pencil sharpener in case one of them had misplaced it. When they saw that this solution didn’t solve the problem because they couldn’t find it, we thought of anoth-
er solution together: taking turns daily in keeping “custody” of the pencil sharpener and making sure the other student would be able to use it whenever she needed to. This was proven to be a fair so-
lution for both children and their faces lit up as they tried to decide who would take the first turn. When they decided, both of them car-
rried on with their academic activities feeling like successful problem solvers. Problem solvers who could find solutions to conflicts that to them seemed to be impossible to work out. I did not need to be-
come a detective! Instead, all I needed to do was guide my students through a thinking process that looked for solutions instead of point-

ing a finger to blame.

Thanks to this process, these two students were able to learn a powerful life lesson: communicating their needs using words and thinking about helpful solutions is always better that looking for someone to blame. As I watched them go back to their desks with smiles of satisfaction on their faces, feeling empowered and pleased with the outcome of the situation, I felt proud of them for being open to thinking about solutions that felt good for both of them instead of looking for me to act as a judge who would decide whose mistake or fault it was.

This is how we handle everyday conflicts in our School Family. The adults in the class see these daily conflicts as opportunities to teach students how to become problem solvers and think about their own solutions to their problems instead of seeing the adults as judg-
es who rule on their cases. Whenever a student cuts in line, acci-
dentally drops somebody else’s pencil box, or argues with another one because of a toy, we guide them through this process. We see the value in these situations. We see them as lessons which may not necessarily be outlined in our lesson plans, but are definitely impor-
tant lessons that help our students develop character which will en-
able them to become well-rounded and responsible global thinkers in the future.
To provide parents and other professionals involved in the student’s learning process with a comprehensive assessment of children’s performance in both academic and social areas, I complement report cards with individual Digital Portfolios. These personalized MS Power Point presentations include text, pictures, music, and video, in which I present each parent with a summary of their child’s performance in the areas of reading, writing, and speaking among others.

As a teacher, this new format gives me insightful information about my student’s learning. I have discovered that by using videos I have a better chance to observe and do an in-depth study of my student’s reading and speaking abilities, since I can always go back and re-check the video allowing me to plan and design better instruction.

INTERACTIVE REPORT CARDS

For the first time at Colegio Nueva Granada, the Technology Department decided to organize a fair as an action plan to involve students in this field. We believed that it was important to educate our community in this matter to provide them with opportunities and resources to become independent and efficient users. The Technology Fair and the Technology Day allowed students, parents, and teachers to explore what is being done in the industry worldwide as well as in our school classes. Thus, they got a better understanding of the options they have.

This event took place on March 27 and 28 during Arts Week. On the one hand, there was a display of products sponsored by recognized companies such as Samsung, LG Electronics, Microsoft, PalmTree, Evolution 3D, Arisma, Portatil (Apple, HP and Adobe products) and Didactic (Robobuildor). All of them brought different products like Smart and 3D TVs, Ipads, tablets, cell phones, Smart Boards, robots and interactive games, where all participants could experience the different advantages that these electronic devices had.

On the other hand, there were offered different workshops and conferences related to technology for students, parents and teachers from K4 to 12th grade. One of these discussions was “Technology and Safe Use”. The objective was to help parents make sure their children were using Internet and technology in a responsible and safe manner. We also had a Student Projects Showcase to see our students’ technology work at the different grade levels. This was an excellent opportunity for them to appreciate their peers’ work and also to gain interest in the technology classes offered in school.

Another special activity was the “Tech QR Race” where students had to search for clues around the school. These clues needed to be scanned with a smartphone or a tablet PC. Each scanned clue gave them a word that was part of the final technology quote that they needed to complete in order to win. Many students participated in this race with lots of enthusiasm, sharing, teamwork, and showing their interest in using technology at school.

As a conclusion, this first Technology Fair integrated the whole CNG community around this field. Parents, teachers, and students were exposed to different activities where they understood the importance of these resources in their lives, not only in improving communication, but also enriching our job as teachers to give our students more tools for them to learn. This first version of the Technology Fair can be a good challenge for teachers to be aware of today’s high tech world and the way we want to implement technology in our classes.
In Second Grade, students participate in a Social Studies project called Kids Around the World. The purpose of this project is to encourage students to research a country using different resources such as the internet, encyclopedias, and books. Throughout their research, students learn about different cultures around the world, geography, and important facts related to specific countries.

Each student is required to research a designated country and then present their report to their classmates using a power point presentation or a poster. Many students also bring in food that can typically be found in that particular country, as well as music or clothing representative of the culture.

Overall, students learn the importance of different countries and their cultures. By the end of the year, students are more knowledgeable and excited to visit countries they might never have heard about.

Below are some quotes from students in Second Grade, as well as some pictures of students presenting their projects.

**SANTIAGO GOMEZ**

“Kids around the world is interesting. Some kids bring incredible things. We learn a lot about the things of different countries, like the flags, the music, sports, heroes and the things they wear like necklaces and costumes.”

**SEBASTIÁN DE CORDOVA**

“I like kids around the world. It helps you learn which countries exist in the world. In my kids around the world presentation, I felt shy, but I knew I was teaching something.”

**CAMILA VILLEGAS**

“Kids around the world means to respect very country that every student presents.”

**AZUL BLEI**

“You learn about countries. You know a lot for third grade. You might want to try different foods because you learned about them, and you can tell your parents about what you learned.”

**AIDEN CHALEM**

“Kids around the world is interesting. Some kids bring incredible things. We learn a lot about the things of different countries, like the flags, the music, sports, heroes and the things they wear like necklaces and costumes.”
UP WITH LEARNING!

“WHO WANTS TO GO TO THE OFFICE TODAY?”

“ME! . . . AND ME! . . . ME TOO!”

You might think this an impossible scenario. After all, aren’t students sent to the principal mainly to be reprimanded? Don’t they slink down and quake in their seats when they hear “Go to the office”? That certainly was the way for kids in my day.

But times have changed. Zoom ahead to CKG in 2011-2012—after the “ME, ME, ME!”—and observe students scouring their desks, perusing their writing folders or portfolios, and carefully choosing their best work; students bustling out of their class in small groups animatedly discussing the piece of work they’ve chosen; students ar- riving in the office with excitement pulsing through them because: today it’s their day; their “UP With Learning” day. They are about to share something they are proud of.

I started this initiative last semester as part of a deliberate at- tempt to foster student reflection and metacognition, and to highlight excellence in our Elementary School. In a nutshell, here’s how it un- folds: students independently choose a sample of their learning that they believe demonstrates their very best at something, and they come to the office with a few classmates ready to reflect upon both the process and product. Students are invited into my office, and one- at-a-time, students share what they brought and what they learned and why it’s excellent for them. They leave beamng with a special certificate in hand; proud of themselves and happy to have had this special moment of connection and recognition.

“UP With Learning” is pure pleasure for me. I love welcoming students into my office, exploring their thoughts on what dispositions contributed to their success; what made their writing, projects or presentations compelling, or what strategies they used to solve a mathematical or science challenge. There is nothing like the twinkle in the eyes of a child who delights in the fruits of their learning. There’s nothing like the magic of this moment. Along with multiple strategies employed by teachers in the classroom, multi-media proj- ects enriching literacy and our very own ES “In the Spotlight,” “UP With Learning” provides an opportunity to celebrate the joy of learning and a job well done.
In the 1960’s Dr. Mischel conducted the Bing Studies at Stanford. A four year old was offered a marshmallow and given the option to eat it immediately or wait fifteen minutes and receive two marshmallows, a test of self-control and the ability to delay gratification. Two-thirds couldn’t resist and ate the marshmallow (Youtube “Joachim Posada”). Two decades later Mischel followed up on the subjects of the original study. What he found was that the one-third that was able to delay gratification at age four, later had higher achievement in life, more stable relationships, and less problems with the law, drugs, and alcohol - our lives seemed to be bleakly predestined. But what later studies have shown is that self-control can be learned through preconceived strategies. Think of Odysseus surviving the temptation of the Sirens by his own self-awareness and foresight to tie himself to the mast, blindfold himself, and plug his ears.

Carol Dweck of Columbia University identifies two self-theories of intelligence: fixed and growth. A student with a fixed theory of intelligence believes that success comes from an innate ability. Students with this mindset, no matter what their academic level, are not risk takers, and will often choose non-challenging tasks for fear of losing their status of being “intelligent”. Growth theorists, on the other hand, understand that success is not merely a consequence of natural ability but of hard work, and persistence. Similarly, Angela Lee Duckworth studies “grit”, hard work and persistence toward a certain goal over a long period of time, and ten years seems to be the magic number. Like Dweck, she promotes the idea that intelligence is something developed over a long period of hard work and not something inherited.

So what are we doing in elementary to foment self-control, a growth theory of intelligence, and true grit? How do we motivate students toward such a self-identity?

Daniel Pink, Lucy Calkins, and Malcolm Gladwell help to inform us further. Daniel Pink (Youtube “What motivates us”) discusses the harm of extrinsic motivation and explains that what really motivates us is having autonomy of selecting a task, time and opportunity for mastery, and attachment to a larger purpose. In our Lucy Calkins writing block, students have the autonomy to choose their own writing topics and work at their own pace towards a writing goal. Through peer conferencing, shared readings, mini-lessons, and one-on-one teacher conferences, we work to develop Dweck’s growth theory of intelligence; fostering students’ work and persistence on a project that may take up to a month, thus leading to a strength of character that we hope will one day turn into true grit.

In the book Outliers, Gladwell shows us that there is one more ingredient to success that does not depend on individual internal qualities: namely, community support. This relates to the African philosophy of Ubuntu, I am because you are. No one does it alone. For students to understand the purpose of writing, periodically we create a collaborative environment working first with pencil and paper in small groups, then using the projectors to share as a class, and finally in live time online with Google Docs to maximize learning potential through social interaction. Several classes publish books and create writing events inviting other classes and parents to celebrate students’ creations.

Our 4th graders have certainly capitalized on these opportunities to share a thing or two. In her persuasive essay, 4th grader Isabella Farmer encourages, “Adopt more animals, it’s never too late to save a life.” Valentina Porras ended her six minute talk about kids with cancer by saying, “I am just a kid, but you, adults, are stronger than I am, and you should care more about kids with cancer.” And Nicolas Mejia invites students from other schools to attend CNG explaining, “Here you learn on your own by reading, writing, and solving, not by teachers telling you everything.” For us, it has been incredibly gratifying to witness a burgeoning of student interest, intrinsic motivation, stamina, and skill. Indeed, incredible moments are happening in elementary writing.
Every single art class with Elementary Students is an amazing experience for them and for me. I encourage my students to use their imagination, to create designs, spaces, and objects with colors and mixed media, and it is incredible how they respond and amazing what they produce.

This year as we approached Arts Week at CNG, I was struggling with what to do but knew that I was aiming for something new and different. I envisioned students being introduced to an accessible artist, one whom they would connect with instantly; and VOILA: Romero Britto came to mind! Looking at his art work it is fascinating to see how his paintings display elements of cubism, graffiti, and pop art. Perfect as these three concepts have been, they are the very ones we have been studying and that kids love!

‘Britto’s Painting Party’ was organized for ES during Arts Week. The artist Romero Britto, born in Brazil, has been famous for some time. His work can be found in public spaces, galleries, and museums throughout the world. Amazingly, he was in town recently to grace the opening of an exhibit of his paintings. I immersed students in a study of art work, the colors and elements that he uses, the Cubism of Picasso and we explored the work of different pop artists.

After that, in groups, students decided which of Britto’s designs they wanted to personalize and recreate with their own color scheme. Having all of ES, 370+ students working on same project was a big challenge! First off, I helped with the first sketches. We confirmed Britto’s favorite colors and then students decided which colors to use, mixed the paints, and finally, they collaboratively painted the canvases: a unique experience to be sure! It was a great opportunity for students to understand the artistic process starting from exploration at the outset, through to sketching, painting, to the final stage: exhibiting their work.

In the end, as a finale, 30 works of ES student art were chosen by seven judges and these painting were exhibited at SUA Gallery here in Bogotá for four days. The other 60 paintings were exhibited in the EVL. This was a stupendous experience for students: to see their work on display and revel in the glory of this joyous moment; the products of a highly collaborative process. By the end of the week, paintings were auctioned to parents and we raised a whopping $18’000.000. All profits were donated to our Hogar Nueva Granada, and we couldn’t be happier about our community’s generosity. Very special thanks to the Amatai family and SUA Gallery.

Through this experience, a world of opportunity opened up. Inspired by a real world and charismatic artist, Romero Britto, students’ creative juices were enlivened and they collaboratively produced amazing art incorporating elements of design we had studied.
WHAT ARE FINE ARTS TO MY STUDENTS?

by ALBERTO ESCOBAR
Elementary School Music Teacher

Fine arts light up our imagination and let us express everything we want to, but in a beautiful way. It fills our heart with love and joy.

MARIIZA CHEHAB
5th grade student

Fine arts make every single person in our community special.

DANIEL SERRANO
5th grade student

Fine arts help students relax, feel free and communicate in a different way.

HELENA SAMPER
5th grade student

In fine arts there are not right or wrong answers. It is just your imagination.

SETH THOMAS
5th grade student

Fine arts develop talent of each person. They also make friends and create a better place.

MATÍA CHÍVERAS
5th grade student

Fine arts make people unique.

CÁITLAN YUNEC
5th grade student

Fine arts encourage you to express your emotions, use your imagination, and pass your talent.

SABINA ZUÑIGA
4th grade student

Fine arts are the invitation for everyone.

LUCAS SAPHA
4th grade student

Fine arts are universal because they are universal:

SARA QUINTERO
4th grade student

Fine arts inspire and encourage us to dance and move.

OWEN REYNOLDS
3rd grade student

This is a delightful collection of answers that I got from my elementary students about “fine arts”. Enjoy!
I woke up at exactly 8:30 A.M. I was very nervous because it was my first national tournament. I had breakfast, took a shower, got dressed, and went to the Escuela Militar de Salto. When I got there, I was even more nervous. I could feel the sweat dripping down my face and my tie pressing up against my neck as if trying to choke me. I wanted to see how my mare was doing, so I walked up to the stables. She was not nervous at all because she had gone to national tournaments already.

The judges called me to go to the track to know the obstacles better, and after three times of repeating them in my head, I had memorized all the obstacles. It had 11 jumps!

First came the older than 15 people. Like in the last three, my coach told me to get on my horse to practice the jumps. When the older than 15 people were over, I thought, “Oh my God!” in five more persons’ time, it will be my turn.

First went my 6th grade friend Sebastian (Tian) Fajardo. Then, three other people went and the judges said, “Please, number five come to the court.” I was very nervous, but I went to the court. Then, I saluted the judges, and started to run the course. Jump number 1 was an “oxer” (an oxer is a jump with a bar in the back that is taller). It was easy. Then came a “vertical” (a vertical is a jump that has all the bars in the same line). It was easy too. Next up was jump number 3. It was a big oxer. This one was hard! Then number 4 came up. It was another oxer. I was going to number 5 which was a vertical, but 6 was coming up next. It was an oxer with the colors of Colombia (me and my coach called it Salto Colombia). That one was the hardest one of all!

Number 7 was a vertical with an advertisement on it. Number 8 was a tall vertical, but it was easy. Then jumps 9A and 9B came up. 9A was a vertical and 9B was an oxer the size of Salto Colombia.

After that was the final jump: number 10! After I had jumped it, I heard thousands of claps. I was happy because I had passed with 0 faults!

When I got down from the horse, I talked to my friend Tian and then I talked to my grandmother who said I had mounted like a prince!

We went to the stables to check on my mare. She was just fine. My coach and my stable boys were there talking about how I had done. Then, one stable boy said, “Bring something to drink!” I went to the little stores and my grandmother had exactly the amount of money for three boxes of juice for my stablemen and my coach.

When I got to the stables again my coach wasn’t there so I just gave two juices to my stablemen and went to the judges because my stablemen told me the prize ceremony had begun. So I went running to the judges.

When I heard, “First place: Sebastian Pira,” I was stunned! I thought that I wasn’t going to win, but I did! I went to receive my prize, but the judges said, “You need to have your helmet on to receive the prize.” I told them that my grandmother was all the way at the stables with my helmet.

At that moment, my friend Sebastian said, “Use my helmet! “Thank you,” I said and I received my prize.

It was a beautiful black GPA helmet. It was gorgeous, and I felt so good receiving my prize and wearing it while the people (paparazzi) took billions of pictures of me!

When my grandmother got there, I had already received the prize. It was a knight in armor with a shield and a pointy spear, and the knight is on top of a horse with his armor and a horn.

I shook hands with a Sargent, I returned the helmet to Tian, and they took us both a picture (It doesn’t appear online). I was congratulated by thousands of people from all parts like: Cartagena, Cali, Medellin and many more. That was a great day, maybe the best of my life!

If you want to see the pictures online go to: fedecuestre.com>Galeria>Sabado ESPOL>Preinfantiles and you will see me and Tian.
Title: ZOOMING INTO A WORLD OF OPPORTUNITIES IN OUR LITERACY FUTURE

CNG is embarking on a new and exciting adventure! We are developing a Literacy program for students to read and write competently and joyfully, but we will also allow them to graduate with the necessary literacy skills to cope with the academic demands of any major university here or abroad.

As part of its campaign to provide the students with “a world of opportunities”, and within the scope of many other initiatives “to educate the mind, strengthen the body and develop character for leadership and service,” the Elementary School is launching a Literary magazine entitled Young Voices. Our first issue will see the light sooner than ever before! In it, the entire CNG community will have the chance to see the potential that all our students have of becoming world class writers.

You will see samples, in both English and Spanish, and in several different genres, of the work that these students have been doing in all the ES classrooms this year. For more information on World Maths Day, visit www.worldmathsday.com.
The middle school is the finding place; for young adolescents, by nature, are adventurers, curious explorers. Therefore, the general approach for the entire curriculum at this level should be exploratory. If youth pass through early adolescence without broad, exploratory experiences, their future lives may be needlessly restricted. They deserve opportunities to ascertain their special interests and aptitudes, to engage in activities that will broaden their visions of the world and of themselves. They need, for instance, the chance to conduct science experiments, though they may never work in a lab; to be a member of a musical group, though never to become a professional musician; to write in multiple formats, though never to publish professionally; to have a part in a play, though never to become a paid actor, to play on a team, though never to become a career athlete, or to create visual images through drawing and painting, though never to become an artist.

Curriculum that is exploratory has potential career value and also leads to healthy recreational and leisure time pursuits that enrich life and help develop well-rounded, self-sufficient adults. Exploratory and enrichment experiences are fundamental components of a school serving young adolescents and deserve their rightful place in the curriculum and the schedule.

Currently, our students can choose from amongst Religion and Ethics, World Languages, Fine Arts or Blue Waves TV & Radio Station. In the future, we intend to expand this list of choices based on the feedback of our students.

One of the ways that these growth opportunities are presented at middle school is through our Exploratory program, in which students have a choice of which courses to enroll in. The Association of Middle Level Education believes that to be great, a middle school must possess the following attributes:

1. Developmentally sensitive: using the distinctive nature of young adolescents as the foundation upon which all decisions about school organization, policies, curriculum, instruction, and assessment are made.
2. Challenging: ensuring that every student learns and every member of the learning community is held to high expectations.
3. Empowering: providing all students with the knowledge and skills they need to take responsibility for their lives, to address life’s challenges, to function successfully at all levels of society, and to be creators of knowledge.
4. Equitable: advocating for and ensuring every student’s right to learn and providing appropriately challenging and relevant learning opportunities for every student.

I would like you to focus your attention on item 3. Empowering. How do schools empower students with all the knowledge and skills they will need to function at all levels of society? In order for us to empower students and expand their capabilities, we must constantly push them to try new things. We humans have a tendency to hurdle through space and time doing those things at which we are most comfortable. While that approach might serve us well with certain skills like learning to tie our shoes, or typing quickly and accurately on a manual typewriter, or setting the clock on our old YCDS, those once important skills may or not be helpful to us now. We must continue to grow through the ongoing mastering of new skills. Ponder how challenging – and necessary – it is to figure out all the capabilities of your Blackberry or iPhone, or the GPS that you bought a couple of years ago, which is still sitting in a drawer somewhere in your house until you finally get around to figuring out how to use it (maybe this weekend; hope springs eternal). The point is that we need to continually update our capabilities in order to keep up, stay relevant, and keep empowered. This approach is central to the multiple offerings made available to students at CNG. If our students take advantage of these varied growth opportunities, they will regularly update their existing knowledge and skills base and stay topical with life’s ever-changing rapidly-required skill set.

One of the ways that these growth opportunities are presented at middle school is through our Exploratory program, in which students have a choice of which courses to enroll in. The Association of Middle Level Education defines the need for such programs as such:

- To have access to a World of Opportunities, BE A MASTERY STUDENT!

With the focus of this edition of Insights being CNG – A World of Opportunities, I thought I would take this opportunity as the middle school principal to connect the topic to a couple of my favorite themes. The first is the middle school model that we are slowly but surely implementing at our beloved school and the second is CNG’s Vision Statement, which I see as the foundation of everything we do at our school.

Let’s start with the middle school model. The Association of Middle Level Education believes that to be great, a middle school must possess the following attributes:

A World of Opportunities, BE A MASTERY STUDENT!

1. Developmentally sensitive: using the distinctive nature of young adolescents as the foundation upon which all decisions about school organization, policies, curriculum, instruction, and assessment are made.
2. Challenging: ensuring that every student learns and every member of the learning community is held to high expectations.
3. Empowering: providing all students with the knowledge and skills they need to take responsibility for their lives, to address life’s challenges, to function successfully at all levels of society, and to be creators of knowledge.
4. Equitable: advocating for and ensuring every student’s right to learn and providing appropriately challenging and relevant learning opportunities for every student.

I would like you to focus your attention on item 3. Empowering. How do schools empower students with all the knowledge and skills they will need to function at all levels of society? In order for us to empower students and expand their capabilities, we must constantly push them to try new things. We humans have a tendency to hurdle through space and time doing those things at which we are most comfortable. While that approach might serve us well with certain skills like learning to tie our shoes, or typing quickly and accurately on a manual typewriter, or setting the clock on our old YCDS, those once important skills may or not be helpful to us now. We must continue to grow through the ongoing mastering of new skills. Ponder how challenging – and necessary – it is to figure out all the capabilities of your Blackberry or iPhone, or the GPS that you bought a couple of years ago, which is still sitting in a drawer somewhere in your house until you finally get around to figuring out how to use it (maybe this weekend; hope springs eternal). The point is that we need to continually update our capabilities in order to keep up, stay relevant, and keep empowered. This approach is central to the multiple offerings made available to students at CNG. If our students take advantage of these varied growth opportunities, they will regularly update their existing knowledge and skills base and stay topical with life’s ever-changing rapidly-required skill set.

One of the ways that these growth opportunities are presented at middle school is through our Exploratory program, in which students have a choice of which courses to enroll in. The Association of Middle Level Education defines the need for such programs as such:
After attending workshops and seminars in the United States, it is always a pleasure for me to realize how much on the forefront of education CNG unfailingly is. At CNG I have been involved with reducible groups of teachers who have worked with topics as diverse as curriculum alignment, restorative practices, assessment, and technology. I have found these experiences working with other teachers towards a common goal to be some of the richest occasions of my twenty year teaching career.

As an educator, CNG offered to me an opportunity to explore different areas of education that I think would be difficult to achieve in a typical American School. At CNG I have worked at three different grade levels, continued my experience with the Advanced Placement Program, and have had the opportunity to make a foray into administration. Through our association with the University of Alabama, I was able to obtain an advanced degree and stay in touch with contemporary issues in American Education.

Additionally, the opportunity to explore Colombia through multiple trips in our CSVW program and chances to participate in social services through the Hogar Nueva Granada has brought me closer to Colombia and helped shape me as an international educator.

As I prepare to move on to a new career opportunity, I can only think back on my time here at CNG as an incredibly enriching experience as an educator. I will always be grateful to CNG for the opportunities afforded to me to grow as a teacher, administrator, and most importantly, as a person.

Middle School Counselor
by Eric Lofchi
Middle School Counselor

One of my favorite parts of being a middle school counselor is working with parents of middle school students who find themselves wondering who their kid has become. Many parents discover almost overnight that their sweet, good-natured 5th grade child has been replaced by a moody, argumentative, and rebellious middle school student. Obviously, this presents itself as quite a problem for many parents but like most problems, it turns out to be a great opportunity.

The opportunity we all face with middle school students is that every day they have the potential to be someone new. Our challenge is to re-discover who they are every day. Basically, the same thing that makes middle school kids so hard to parent makes them a dream for me as a counselor because I am always surprised and delighted by how much they change over their time as middle school students. So parents, take advantage of this unique time in your middle school student’s life and put away your ideas of who your child was, or should be when he or she grows up and take a good long look at who they really are now. I have the opportunity to work with your kids and I am confident that you will be pleasantly surprised at what awesome kids you have raised.

The opportunity we all face with middle school students is that every day they have the potential to be someone new; our challenge is to re-discover who they are every day.
The Middle School Binational Games which were held at CNG from March 20 – 24 enabled our teams to show complete dominance while winning 93% of all matches played. CNG, which participated in girls’ and boys’ volleyball, basketball, and soccer captured five championships and one third place finish.

It was truly a team effort by our CNG players, students, coaches, parents, and staff members.

Colegio Nueva Granada not only displayed outstanding athletic supremacy, but illustrated tremendous sportsmanship on and off the field by winning the “SPORTSMANSHIP AWARD”.

We have now won the Middle School Binational Games “General Cup”, which is awarded to the school that accumulates the most championships throughout the tournament, for the past three years in a row, and the “Sportsmanship Award”, awarded during each tournament to the school which exhibits the most spirit off the field and sportsmanship on the field for the past two years running.

Congratulations to the CNG community for their hard work and commitment throughout the organization of the Games.

Please visit the official Binational webpage for more detailed information: http://tinyurl.com/MSBinationalXV

Girls Basketball    1st place
Boys Basketball   1st place
Girls Soccer   1st place
Boys Soccer   1st place
Boys Volleyball   1st place
Girls Volleyball   3rd place
Grazias a la unión, el esfuerzo y la dedicación de cada uno de los integrantes del equipo de básquetbol del Colegio Nueva Granada, se ha mantenido un amplio reconocimiento por parte de distintos planteles educativos que ven en nuestro colegio un rival poderoso.

Los resultados, no sólo deportivos, se hacen evidentes. La comunidad de básquetbol día a día es más unida y esto se manifiesta en cada partido, donde los acompañantes hacen sonar los tambores, aplauden y dan sus gritos de aliento durante cada jugada o momento vibrante.

Lo anterior es el resultado de un arduo trabajo en equipo que compromete a padres, estudiantes, el departamento de deportes y entrenadores. Todos han logrado los resultados esperados después de desarrollar diferentes procesos en los que se ha pasado por momentos críticos, pero también satisfactorios y valiosos para la formación de nuestros jóvenes.

Algunos de nuestros mayores logros deportivos en los últimos años han sido los siguientes:

**Equipo Femenino**
- 2012 Campeonas Binacionales M.S.
- 2012 Campeonas Torneo Planeta.
- 2013 Campeonas UNCOLI Categoría infantil.
- 2010 Campeonas UNCOLI Categoría juvenil.

**Equipo Masculino**
- 2010 Campeonas Binacionales M.S.
- 2011 Campeonas UNCOLI mayores.

Vale la pena resaltar que por nuestro colegio pasan deportistas de un nivel local, departamental y nacional. Tal es el caso de Vanessa Acosta, quien ha sido la capitana de los equipos femeninos del colegio. También ha sido catalogada como la mejor jugadora en muchos de los torneos en los que hemos participado. Además, ha sido la capitana departamental y fue seleccionada para representar a Cundinamarca en torneos nacionales de liga. Todos sus logros son motivos que definitivamente llenan de orgullo al CNG, y han sido el ejemplo a seguir de muchas niñas.

Los resultados de los Juegos Binacionales de M.S., que se celebraron en Bogotá en el mes de Marzo, fueron muestra exitosa de la formación de nuestros jóvenes.

Ellos, son reconocimientos por parte de distintos planteles educativos que ven en nuestro colegio un rival poderoso.

Ellos, son reconocimientos por parte de distintos planteles educativos que ven en nuestro colegio un rival poderoso.

Estos logros, son el resultado de un arduo trabajo en equipo que compromete a padres, estudiantes, entrenadores y directivos. Todos han logrado los resultados esperados después de desarrollar diferentes procesos en los que se ha pasado por momentos críticos, pero también satisfactorios y valiosos para la formación de nuestros jóvenes.

Algunos de nuestros mayores logros deportivos en los últimos años han sido los siguientes:

**Equipo Femenino**
- 2012 Campeonas Binacionales M.S.
- 2012 Campeonas Torneo Planeta.
- 2013 Campeonas UNCOLI Categoría infantil.
- 2010 Campeonas UNCOLI Categoría juvenil.

**Equipo Masculino**
- 2010 Campeonas Binacionales M.S.
- 2011 Campeonas UNCOLI mayores.

Vale la pena resaltar que por nuestro colegio pasan deportistas de un nivel local, departamental y nacional. Tal es el caso de Vanessa Acosta, quien ha sido la capitana de los equipos femeninos del colegio. También ha sido catalogada como la mejor jugadora en muchos de los torneos en los que hemos participado. Además, ha sido la capitana departamental y fue seleccionada para representar a Cundinamarca en torneos nacionales de liga. Todos sus logros son motivos que definitivamente llenan de orgullo al CNG, y han sido el ejemplo a seguir de muchas niñas.

Los resultados de los Juegos Binacionales de M.S., que se celebraron en Bogotá en el mes de Marzo, fueron muestra exitosa de la formación de nuestros jóvenes.

Ellos, son reconocimientos por parte de distintos planteles educativos que ven en nuestro colegio un rival poderoso.

Ellos, son reconocimientos por parte de distintos planteles educativos que ven en nuestro colegio un rival poderoso.

**OUR LEARNING EXPERIENCE THROUGH VOLLEYBALL**

Volleyball is more than just a regular sport. Many think that volleyball is just what one sees in the court, but it is much more than that. For us to be able to play and show everything in the court, we have to invest a tremendous amount of energy organizing our time. It isn’t just talent, but also personality in and outside the game. Sacrifice and commitment are qualities required in order to become a great volleyball player, and these same qualities apply to all aspects of life.

All teenagers have other commitments, both academically and socially. In the midst of those other priorities, for us to be great we must practice two hours every day four days a week. We have to make sure everything is done so we can be good at everything we do. This takes a lot of time from our daily lives, but it also teaches us to be responsible, and prepares us for our future. Being on the team requires effort, consistency, discipline, care for our teammates, setting goals, and fighting for them, passion, perseverance, team work, and commitment for ourselves and teammates. When we miss practice, the whole team is affected, because this is a team sport, and we all work together to win. Additionally, knowing our other responsibilities and what we need to do, we make our best effort to ensure that our grades remain high enough to permit our continued participation on the team. As our sacrifice and commitment grows, we feel better, because we continually demonstrate that we can do many other things and still play volleyball at a high level.

The essence of being a volleyball player is to love what we do. As soon as we step onto the court we feel adrenaline passing through our bodies because we can’t wait to start playing. The joy of being on the court and being able to score points to win is indescribable. Also, the emotions of winning are amazing, because everything that we worked for will be rewarded during the game and everything will be worth it. In the game there are happy and sad moments. We don’t always win, and that is very unsatisfactory, but it is a way to grow as a volleyball player and as a person. You need to learn to lose, because it is something that you will always have to experience.

Volleyball is not only a sport; it is a scenario that allows us to learn life lessons, relate to others, and challenge our own skills and potential.
H an sido cinco lustros de grandes logros en todos los ámbitos, sociales, culturales y deportivos, en los cuales se ha tratado de ser fiel a la filosofía de nuestra Colegio Nueva Granada. Esto se hace alusión a una gran idea surgida 25 años atrás que a través del tiempo ha logrado mantener y acrecentar el espíritu de nuestra institución, manteniendo vigente esa felicidad en donde valores como el respeto, la responsabilidad, la honestidad y la colaboración, hacen que se destaque esta gran labor que se hace día a día, mes a mes, clase a clase.

Familias completas han sido responsables con su comprometida participación, directa o indirecta, del gran éxito que han marcado las actividades de casas. Al mismo tiempo, adultos y demás población también han sido beneficiados.

Sólo las actividades de casas han podido desarrollar un sentimiento, una ilusión, ir en busca de un posicionamiento apelando siempre al juego limpio y al respeto hacia el otro y hacia la misma actividad que es la esencia misma de las casas, buscando sembrar en los corazones de la comunidad el cariño al deporte, incrementar el sentimiento lúdico combinando todo con la parte académica y cultural.

Eagles, Falcons, Hawks, Ospreys, más que representar un color, un símbolo, representan la unión, la fortaleza, el deseo de superarse a sí mismos y como grupo. Los colores amarillo, verde, rojo y naranja, han marcado una ruta memorable dentro de esta querida institución, que ha perdurado y se ha vuelto uno de los proyectos más importantes desarrollados diariamente en el CNG.

Esperamos seguir contando con la colaboración y participación de todos los miembros de esta querida institución, que ha perdurado y se ha vuelto uno de los proyectos más importantes desarrollados diariamente en el CNG.

Sea esta oportunidad para agradecer a las directivas, profesores y alumnos por el respaldo brindado hasta ahora, logrando así el desarrollo y compromiso de nuestras actividades de casas.

Sea esta oportunidad para agradecer a las directivas, profesores y alumnos por el respaldo brindado en todos estos años a esta propuesta y de antemano ofrecer cualquier ayuda que se pueda brindar por parte de las personas encargadas de este proyecto.
I have been working as the sixth grade earth science teacher at CNG for around eight years now and have thoroughly enjoyed my job. During this time CNG has offered me wonderful opportunities to further prepare myself as a professional. I have participated in post-graduate studies in teacher leadership with Lehigh University and also been sent to the NASA for intensive teacher training in the field of space science. These opportunities have reflected directly in the way I am able to share knowledge with my students. A personal favorite during the year is our opening project of air rocketry to practice investigative skills, something I learnt about during my NASA course.

As an educator it is important to continuously learn and challenge yourself, as you are an important example for your students. Over the last two years I have been working on a new challenge, a project with Editorial Norma, a publishing company here in Colombia. My contact with the company came via Alex Aristizábal and I am certain that the reputation of the school opened the door to give me the chance to apply for the opportunity. After writing a test piece for the company I was given the project of being an author in a series of bilingual textbooks (Learning Science) to be sold in a variety of Latin American countries. The textbooks are written specifically for Latin America as it was felt that students in this area are turned off science because the examples in traditional textbooks are not relevant to them. As an author I learnt to be very concise in the sharing of knowledge as page space is limited. The concepts have to be the most important to the lesson and the images the most relevant. My time with my CNG students has taught me a lot about what catches the interest of our younger science population. It has been a wonderful experience to be able to use what I have learnt as a professional here at CNG and use it to serve a wider community of learners.

An unexpected gain of this latest challenge comes with my young daughter Hine who now wants to be a writer (in Paris!!) and spends her free time writing stories and illustrating them.

Colegio Nueva Granada definitely opens doors, but it is up to us as individuals to walk through those doors and take the opportunities offered to us. What is your next challenge?
Students at CNG are fortunate enough to be enrolled in a world-class educational institution. Teachers from around the world come to CNG and strive to prepare their students to become global leaders in the future. Although we are able to provide enriching learning experiences in our classrooms, there are several experiences that only take place in the real world. The Classroom Without Walls (CWW) program at CNG has provided us with these opportunities.

The CWW program offers elementary, middle, and high school students the opportunity to be immersed in a variety of environments with their peers and teachers. Firstly, the activities that students participate in help solidify previous classroom learning. Teachers and CWW staff intricately plan each activity to ensure that the learning objectives interweave with the standards and benchmarks in a variety of classes at each grade level. Our middle-grade students have been able to examine the effects that global warming has had on coral bleaching, the problems of polluted beaches in Colombia, and the importance of wildlife in our ecosystem.

Also, students have a chance to interact with communities around Colombia and the world, providing a scenario where learning takes place on both sides. Students have an opportunity to step outside of their comfort zone and challenge themselves in several ways. Some physical challenges students encounter could be sleeping in hammocks in the desert or rappelling down a waterfall. Emotionally, students put forth their best efforts to improve schools and communities in their socio-economic neighborhoods.

In addition to this, students are placed in settings where they must work with their peers and teachers to overcome challenges. Only through teamwork and cooperation are they able to accomplish the tasks. Moreover, students find themselves in a setting where they must learn to respect each other’s space, as cohabitation is a component of all overnight trips. Not only is this an excellent opportunity for students to build relationships with their peers, but also with their teachers. Working, eating, and playing together allows students to see their teachers in a new light and help foster their relationships.

Our Classroom Without Walls program at CNG helps solidify student learning by providing real life scenarios. By participating in numerous, well-planned activities, students have the chance to internalize these experiences and learn by doing. I strongly encourage any students to participate in the CWW program each year.

I learned that some of us don’t realize how much courage we have to do things and so we don’t do them. On this trip, overcoming our fears and concerns was a very big part, since we went out and exposed ourselves to two adrenaline-producing activities: rafting and rappelling. My experience in these activities was a little scary since I don’t like falling into the water or heights, but I had to try both activities and my fears disappeared in a blink. I had fun with my friends, since they helped me a lot with my fears in these activities that weren’t easy for me to do and at the end of the day I finished by enjoying them and I have no regrets for having done them.

One of the memories I will never forget is this year’s seventh grade Classroom Without Walls’ trip to Barichara. This trip was an amazing trip that Zamba and the teachers prepared for us to learn and have fun. It is always a very valuable experience to go out of our houses and live for a week in a way we are not used to. It’s also a very valuable experience to get to know new people such as our guides and to interact with our classmates in a new way like spending a whole week with them.

The last night, the staff showed us a video they had made of the trip that brought back all our memories and allowed us to see how all our classmates had experienced the trip too. A mini party was thrown after where the staff gave us the Zamba t-shirts and a bracelet that said “Antes de intentar sueña, antes de rendirte intenta” which means, “Before trying dream, before giving up try”. This phrase will never get out of my mind because it’s an inspiring phrase that helps me to never give up on my dreams.

For those who think traveling is the best thing ever, believe me, it is not traveling that makes you have a great time. It’s the learning and the adventures you have that make you want to travel even more. For those who will be travelling for the first time with the school, be ready to have the best experience in your life. This trip will make you see a new world of adventures and experiences you will never forget. I can’t wait for it to be next year so that my next trip can come up.
Como docente de español en la Escuela Media, colaboro en la organización de algunas actividades fuera del aula de clase y en ellas puedo ver cómo nuestros alumnos, cuando están expuestos a realidades, retos y comunidades distintas a su entorno escolar, pueden llegar a ser unos verdaderos SERES UNIVERSALES. En la Escuela Media, incentivamos la participación de nuestros estudiantes en encuentros con la naturaleza, en actividades deportivas y culturales y en servicio social.

Este año viajamos a la zona cafetera, Barichara (entre otras regiones de Santander) y el Golfo de Morrosquillo. En estos viajes, he evidenciado cómo nuestros alumnos nuevos, en su mayoría, terminan integrados a nuestra cultura escolar, que involucra el contacto directo de nuestros estudiantes con habitantes de estas regiones, así como el desarrollo de diversos proyectos sociales, especialmente en la construcción y mantenimiento de escuelas rurales. Apreciar a nuestros alumnos en un afán verdadero de querer compartir con niños compatriotas de esas regiones para dar y dejar lo mejor de sí mismos, nos enaltecen como colegio. Para nosotros, los docentes, es muy satisfactorio notar ese esfuerzo de querer un país con mejores oportunidades para todos.

Un par de semanas antes de nuestra receso de Semana Santa fuimos anfitriones de los juegos binacionales, organizados por los profesores del departamento de Educación Física, Alicia Orozco, José Luis Hernández, Juan Baldón y Andrés Silva. En este evento participaron once colegios de distintas regiones del país: Cartagena, Guajira, Barranquilla, Bucaramanga, Medellín, Cali y Pereira, entre otros. El evento fue el escenario perfecto para crear un sentimiento de pertenencia entre nuestros alumnos e inculcar un sano espíritu de competencia con base en el respeto a las reglas y a los demás.

Por otra parte, con nuestra Jefa del Departamento de Drama, Kaleroy Zervos, un grupo de nuestros alumnos asistió a La Ciudad Teatro en Caracas, dentro del marco del Festival Iberoamericano de Teatro de Bogotá. Presenciamos una de las obras montadas por Brasil, en la que la expresión corporal de los actores, como lenguaje principal de comunicación con el público, permitió a nuestros estudiantes de drama complementar lo aprendido en el campus.

En la Semana del Arte, celebrada en todo el colegio, fue decisiva la labor de Patricia Uribe (profesora de Artes en los grados sexto, séptimo y octavo) y de Kaleroy Zervos, Coordinadora del Departamento de Bellas Artes, en conjunción con los profesores de Bachillerato en esta disciplina. En las bibliotecas del campus, nuestros alumnos tuvieron la oportunidad de visitar diversas exhibiciones, entre las que se destacó el reconocido trabajo de Lina Sinisterra (profesora de Artes en Bachillerato), “Comer del arte quiero”, una admirable y llamativa reelaboración de fragmentos de obras y artistas famosos tales como Frida Kahlo, Gauguin, Dalí, Francis Bacon, entre otros, a partir de pequeños fragmentos de coloridos dulces.

LA ESCUELA MEDIA: UN MUNDO DE OPORTUNIDADES

Cordialmente,

Profesor de Escuela Media

GABRIEL RUIZ MONTES

InSights / Colegio Nueva Granada

Por su parte, los antiguos miembros de la Sociedad de Honor asistieron al Hospital Militar para ayudar y dar apoyo emocional a los soldados colombianos. En las clases de español, cada estudiante trabajó muy duro, puliendo su ortografía y redacción al escribir una carta de solidaridad y reconocimiento a la ardua labor de los soldados.

Teniendo en cuenta no sólo el desempeño académico sino también las cualidades personales de nuestros alumnos, María Lucía Gómez, profesora de inglés y español como lengua extranjera, y Ernesto Quitian, profesor de francés, estuvieron al tanto de seleccionar los estudiantes merecedores de pertenecer a la Sociedad de Honor este año. Nuestras más sentidas felicitaciones a estos distinguidos alumnos, a sus respectivos maestros, padres y familiares por inculcar valores tales como el respeto, la mérita por el trabajo y el gusto por la lectura, la escritura y el estudio.

Sin alcanzar a mencionar a todo el cuerpo de profesores de la Escuela Media, muchos otros colegas, como Germán Amaya, Soledad Mesa, Leonor Ortiz, Nicolete Was y todos, entregamos día a día valiosas aportes para hacer de nuestros estudiantes verdaderos seres universales. Ellos son nuestro orgullo y motivo para continuar dándoles lo mejor de nuestra experiencia y conocimientos. Todas estas realidades pedagógicas, que el CNS ofrece como preparación para entrar con pie derecho al bachillerato, hace de nuestra Escuela Media un mundo verdaderamente lleno de oportunidades.
Ubuntu

At any rate we see great opportunities on the horizon. Sometimes they come to us, as a direct present, with an unassuming box, but it is hard for the common eye to recognize them and see the precious value inside. At other times they come to us disguised or hidden, just waiting to be discovered at the right moment.

As, a few years ago while on a tech conversation with a peer of yours, I heard about the word Ubuntu. Even though it was introduced to me as a new and free tech platform with many interesting and complete software and applications, it didn’t catch my attention; yet its name did. I was curious and attracted to the name “Ubuntu.” Ubuntu sounds familiar to its meaning. Simple answer: it’s an African word. Therefore, following my intuition that it might hold something valuable inside (since it is not often that one can retrieve technology with Africa), I decided to check on the internet for more information. Nelson Mandela on an interview described Ubuntu with the following words: “In the old days when I was young, when I traveled around the country or stopped at the village, we didn’t have to ask for food or for water. Once we stopped, the people gave us food and hospitality. That is one aspect of Ubuntu, but it has a lot of aspects.” This was later donated with generosity to humanity, giving origin to Ubuntu as a free and outstanding tech platform and social project. In South Africa it was led by Nelson Mandela, who set it up within the roots of his South African people and their stories, as Abani does, to transform and serve the world. As it stands today, Ubuntu is a computer operating system based on the Debian Linux distribution and distributed as free and open source software, using its own desktop environment.

As it was said, technology is everywhere, and how it is taking a very important role in the development and structure of the mind and feelings of our children and youths. Technology, therefore, creates a big impact on their sexual life, behavior, and reflections on their humanity. All these things: tablets, computers, notebooks, cellphones, social-media channels, thousands of video games, and millions of other applications. But Africa, as a continent with incredible opportunities, is bringing a new and refreshing, perspective on the use of technology linked to a way of living, that many advanced societies are looking for. It’s a simple and pure transformation of love and generosity, care, reports, and cultural opportunities, and transform the structure of a group of people or society.

Just explain: Be open, follow your intuition and don’t put limits to your curiosity. Follow your inner voice, and it could be that you will discover hidden opportunities that are waiting for you.
NG celebrated its annual Arts Week this year from March 26-30 with the artistic movement of surrealism as their focus. The combined Fine Arts Department teachers in music, art, theatre and photography collaborated to create a week-long event celebrating the arts and highlighting its importance in our students’ education and personal development. Exploring surrealist artists from around the world, students had the opportunity to participate in a variety of activities and events.

High school graphic design students created the promotional poster for the week. K-12 student and staff artwork was showcased all week in the elementary gym. High school photography students transformed the EVL into a multi-media banquet of their artwork. HS AP art teacher, Lina Sinisterra, brought her delicious all candy art exhibition to the IMC. We were even fortunate enough to have on loan an exhibition of the work of international surrealist artist Joan Miro.

The elementary Great Little Singers had the opportunity to perform several times around campus. Middle and High school bands were showcased at lunchtime in the amphitheatre. Entertaining and educational concerts were given at primary, elementary and middle school assemblies and the Universidad Tadeo performed a variety of world dances. Velatropa performed interactive shows for all grade levels around campus that thrilled students and left them lingering after the performance to talk with the actors.

Professional artists visited all the Fine Arts classrooms to give small group workshops on topics as varied as ceramics, graffiti, jewelry making, oil painting, art criticism and dramatic improvisation. Field trips were taken to art galleries around the city and to Cuidad Teatro as part of the Festival Iberoamericano de Teatro de Bogota.

Surrealism is all about manifesting your dreams into reality and students took the lead in bringing this to reality by turning the school stairs into their canvas to share with everyone Anton Breton’s Surrealist Manifesto. Posters were also displayed around campus sharing the importance of the Fine Arts classes to students, as well as research findings pointing towards its importance in students’ skill development and empathy in the world.

It was a fantastic week for both students and the arts at CNG.
3 de Mayo de 2012, el Colegio Nueva Granada organizar un encuentro con nuestro colegio hermano, el Hogar Nueva Granada. La actividad consistió en un debate sobre uno de los problemas actuales de nuestro país: "La expropiación de las Islas del Rosario". El objetivo principal de esta actividad era la integración entre los estudiantes de ambos colegios. Después de debatir sobre este tema, los estudiantes se agruparon y escribieron resoluciones, donde exponen las conclusiones y sugerencias, como resultado del debate, las cuales verán a continuación.

**Comisión:** Medio Ambiente  
**Problema:** Expropiación de las Islas del Rosario  
**Estudiantes Redactantes:** Daniel Moreno, Nicolás Cruz, Oscar Ibáñez.  
**Estudiantes Firmantes:** Nicolás Triana Jhon Vargas.

Los estudiantes del Hogar Nueva Granada y del Colegio Nueva Granada, Considerando la condición ambiental, social y económica de las Islas del Rosario y el archipiélago de San Bernardo las acciones tomadas por el gobierno y estas entidades privadas en la región;

1. **Recomienda la regulación ambiental y económica por parte de entidades gubernamentales en busca de:**
   - Proteger el bienestar ambiental de la región
   - Fomentar el crecimiento económico (Mayor potencial turístico);
2. **Invita a Establecer bonos en forma de Indultos tributarios a usufructuarios residenciales que hagan adecuado uso de sus territorios (Cuidando el ambiente)
3. **Pide a INCODER y el INCORA información sobre la situación socioeconómica antes y después de la expropiación para implementar esta recomendación en pro del desarrollo regional mediante la expropiación de propiedades y una apta regulación del terreno por parte del gobierno.**

**Resolución No. 02**

**Comisión:** Medio Ambiente  
**Problema:** Expropiación de las Islas del Rosario  
**Estudiantes Redactantes:** Mateo Osorio, Felipe Merchán, Ana María Samper  
**Estudiantes Firmantes:** Philip Pearl, Marlen Mayorga, Angie Carolina Quintero, Valentina Rodríguez

Los estudiantes del Hogar Nueva Granada y del Colegio Nueva Granada, Considerando la posición económica y social de los habitantes de Las Islas del Rosario,

1. **Recomienda fomentar el turismo bajo estos requisitos, crear reglas contra el abuso del ecosistema, preservar la vida silvestre, cobrar impuestos dependiendo de los recursos económicos (las nuevas familias que quieran establecerse cobrarán mucho más que los nativos);**
2. **Invita a la comunidad nativa a cuidar los recursos para poder mantener la vida silvestre y a los terratenientes a seguir el reglamento de la zona;**
3. **Pide apoyo al gobierno colombiano de seguir con la reserva de una forma segura y confiable.**

**Resolución No. 03**

**Comisión:** Medio Ambiente  
**Problema:** Expropiación de las Islas del Rosario  
**Estudiantes Redactantes:** Alejandro Samper, Antonio Pulido, Justin Villamarín  
**Estudiantes Firmantes:** Harol Angulo, Karen Martí, Gabriel Posada

Los estudiantes del Hogar Nueva Granada y del Colegio Nueva Granada, Considerando que todos los puntos de vista se escucharon durante el debate, sobre el ecosistema de las islas del Rosario,

1. **Recomienda que todo habitante que tenga propiedad en las islas pague un impuesto predial regulado y que el estado monitoree todas las islas para preservar el medio ambiente;**
2. **Invita a todos los colombianos a que consideren las resoluciones propuestas dado a que el propósito es cuidar el medio ambiente de estas islas**
3. **Pide al estado que maneje la situación con información sobre todos los daños ambientales para implementar esta recomendación que ayuda al medio ambiente y la economía colombiana para el bien del país.**
We seek as a school to ensure we provide a wide variety of opportunities for our students, faculty and staff to grow and exhibit leadership for today and tomorrow. We are amazed to watch the student who has become a wonderful basketball player and celebrate his success at leading his team at the Bilingual games. We are proud of our student who takes the most rigorous course of study and works hard to learn and be able to apply that learning to her life. We are proud of the student who tirelessly volunteers at an organization giving hours of her time to others less fortunate, and confronting the realities of life and death. Some of these amazing experiences you will read about in Insights and others you will hear about through stories shared within our community. I know as members of the High School faculty and staff, we feel great pride in those students who have openly accomplished great things, for CNG certainly does provide the stage for a world of opportunities to emerge.

However, I want to take a moment to celebrate the quieter, more abstract opportunities that are available to students and which, although we won’t openly celebrate or read about, are, I believe, equally important in the growth of the individual.

There was a girl who was so unhappy. Life didn’t seem to work for her in any realm — academics, sports, family. She walked around for a few years angry, upset, ready to fight anyone and everyone. However, we have watched as a huge internal shift has occurred this past year. This girl who was so unhappy with life and her lot in it came to realize that the life she is living has value and that her attitude is central to her success. She is now able to engage with adults and peers on a more thoughtful level. Her academic grades have improved and she has been a positive force on a sports team. She engages in conversations that are meaningful and that reflect her new level maturity. This shift didn’t just happen. It was the result of work with teachers, parents, counselors, administrators, and most importantly, it was the work of an internal process and a desire on her part to step up and open her life to the opportunity to grow and mature and accept the challenges of life. Now, when I see this girl walk past my window up at the H building, giving a wave and a smile, my soul feels lighter. Sometimes she stops to talk and each time our conversation ends I think about how proud I am of her and her growth this year. I know various members of the High School faculty were an essential part of this growth and that it is a fundamental, life-long change for her. We feel fortunate in the High School to participate and watch the internal growth and maturation of our students as they take the important steps to who they will be and want to be in their future. For me, this opportunity is one that needs to be treasured.
A sombrio pero cierto... el Presidente Álvaro Uribe Vélez transmite sus conocimientos de manera exacta y precisa, haciendo fácil el aprendizaje de lo que enseña. Esta es mi conclusión, después de tenerlo en nuestras instalaciones del Colegio Nueva Granada dictando una extraordinaria conferencia que se convirtió en motivo de satisfacción y orgullo, para quienes tuvimos el honor de escucharlo.

Es un sueño, hecho realidad. No me cabe la menor duda, porque siempre quise compartir con mis compañeros, la alegría de traerlo al colegio, antes de comenzar nuestra etapa universitaria.

Álvaro Uribe era candidato a la Presidencia de la República, en el 2001, cuando mi madre Marian Janna amiga de su familia, manejaba Relaciones Públicas y era Jefe de Recepción en su campaña, me lleva a conocerlo. Tenía siete años y a esa edad ya lo admiraba. Era mi héroe, un ejemplo a seguir y quien, a través de los años, se ha convertido en mi maestro de la vida. No dejaba pasar la fiesta de los niños, el 31 de octubre en que se celebra el tradicional Halloween, sin vestirme de Uribe, con poncho, zurriago, carriel y sombrero antioqueño, ese era mi disfraz favorito.

En la campaña, vendía dulces, caramelos y confites, como aporte a los gastos de su candidatura. De la misma forma, ayudé a vender cachuchas, lapiceros, agendas y camisetas con el logo que lo promocionaba. Alguna vez, cuando él respondía una entrevista para CNN internacional, le dije que si podría servirle de intérprete, porque mi inglés era mejor que el suyo, por supuesto, aceptó.

En la personalidad de Álvaro Uribe, su rasgo principal es el liderazgo. Esa vocación que desarrolló desde la infancia, incluyéndole la idea de que un día sería presidente. Saffa ba desde niño con la gloria de partir en dos la historia de Colombia.

Desde sus primeros años de vida se aplicó al estudio metódico y obsesivo; se sabía de memoria todos los discursos de Gaitán y las cartas y discursos de Bolívar: recitaba párrafos enteros de poesía y escribía cuentos. Sí, si va a un cine, y si va a duermes. Sólo por cortesía asiste a un coctel, del cual es el primero en irse. No bebe porque su disciplina se lo impide. Viaja por necesidad, no por placer. ¿Debilidades? Uribe las tiene y son los caballos y el campo.

Estando en el escenario, al presentar a este gran hombre del liderazgo colombiano, el Presidente Álvaro Uribe Vélez, descubrí que durante todo el tiempo, estuvo sin algún tipo de escrito en sus manos, ni guía donde hubiese referencia sobre el tema; fue evidente su privilegiada memoria, el absoluto dominio y poder de la palabra que tiene y la sabiduría sobre argumentos y explicaciones de toda índole. Durante la conferencia, no hubo ningún momento de inseguridad en que olvidara algo. Como espectador, cualquiera hubiese notado hasta el más mínimo gesto de imprecisión. Mental y verbalmente argumentó toda la conferencia, sin fallas ni vacilaciones.

Me atrevo a decir que durante las dos horas y treinta minutos, que duró la conferencia del Presidente Uribe, en el teatro del Colegio Nueva Granada, aprendí más de lo que aprendería un estudiante de cualquier facultad del mundo, en muchos años de estudio.

Álvaro Uribe Vélez es arrollador. Me impresionó su don de gentes, carisma y sencillez para relacionarse con todos. Con su cálido saludo de mano en mano, y recordando el nombre de sus conocidos, a quienes hacía sentir importantes, lograba meterse en el corazón de quienes lo sentimos amigo.

Un líder es alguien para quien el liderazgo es más difícil de lo que es para otras personas, para un Uribe Vélez es una vocación, un estilo de vida, por eso, es el líder más significativo que a tenido este país en toda su historia. Inteligente, estudioso y disciplinado, el arte de la comunicación, tiene fluidez verbal, es eloquente y veraz. No sólo dice lo que piensa sino, cosa extraña, hace lo que dice.

Con sus propias palabras, “Un líder es una persona capaz de orientar un grupo, el cual reconoce sus cualidades, hacia el logro de objetivos colectivos.” Un líder no nace ni surge por arte de magia. Los grandes líderes de la historia universal lo fueron por medio de una apasionada dedicación. Pudieron mover las masas y eventualmente dejar su huella en la historia.

Huellas en la historia de Colombia y huella imborrable en el corazón del Colegio Nueva Granada, el 16 de mayo de 2.012, dejó el Presidente, Álvaro Uribe Vélez, maestro de maestros del liderazgo. Para él, nuestra infinita gratitud.
se dirigió a la mitad de ella al invitar a la obra de Shakespeare a la mitad de ella al invitando a tratar de mostrar la influencia colombiana. Por ejemplo, el grupo Tea-Involucró hechos y capítulos de la historia colombiana. También participaron el lunes 30 de abril de 1948, no solo un caudillo, sino también el futuro de un país entero.

Coincidencialmente, el lunes de la semana pasada, el país vivió con emoción la liberación de los últimos diez secuestrados menores en manos de las FARC. Para muchos, este evento es consecuencia de la visible deca- dencia de la violencia y horror. Pero hay algo que frecuentemente se nos olvida a los que ven alto en las luchas de la izquierda: que conozca ha sido desterrado y no ayu- dado por una nita marina que sólo ayuda a planear su venganza. Para los modernos en los que estas tragedias son escasas, si es que existen. Ningún po- día haber sido un poco extraña y desconectada de la obra en el 9 de abril. En esta semana, he entendido la razón y el propósito de aquella intervención. Después de leer una obra de Shakespeare, el lector queda con una sensación de desesperación que, en todos los casos, las tragedias son cosas, si es que existe. Ningún po- día sentir que ha sido desterrado de la ayuda de una nita marina que sólo ayuda a planear su venganza. Pero el propósito de esta adaptación de la obra es demostrar la esperanza todo la contradicción: que el odio y la violencia no sólo no han cesado y están más cerca de lo que pensamos, sino que éstos no nos llevan a ninguna parte.

La solución al conflicto armado en Colombia no radica en acabar con las guerrillas, ni en acuerdos humanitarios por parte del gobierno. La solución a este conflicto, y a cualquier conflicto en el mundo, está en el perdón. Si los colombianos hubieran perdono- nado al asesino de Galán, tal vez las consecuencias de su muerte no hubieran sido tan nefastas.

Pero hay algo que frecuentemente se nos olvida a los que ven alto en las luchas de la izquierda: que conozca ha sido desterrado y no ayu- dado por una nita marina que sólo ayuda a planear su venganza. Para los modernos en los que estas tragedias son escasas, si es que existen. Ningún po- día sentir que ha sido desterrado de la ayuda de una nita marina que sólo ayuda a planear su venganza. Pero el propósito de esta adaptación de la obra es demostrar la esperanza todo la contradicción: que el odio y la violencia no sólo no han cesado y están más cerca de lo que pensamos, sino que éstos no nos llevan a ninguna parte.

LA ENFERMEDAD Y LA CURA

Por MARÍA CECILIA AYALDE
Estudiante Escuela Alta

La juego always has a huge impact on people. Sometimes it’s not the game itself that changes, but is the change in the person who is playing. The CWW 9th grade trip was a life-changing experience. Interacting with nature is something we don’t do often, but when we do, we can’t help absorbing everything into our sponge. To me, the jungle made it really deep many things that I was doing to harm the environment. Those things are not directly harmful, but now I know I don’t want them any more. I want living here band I want to make the jungle make it not as much more, making me want to change and change it more. I feel like a better person for having gone on the trip.

Besides growing in my awareness of issues affecting the jungle, and living it more, I noticed that it also brought the best out in me. Always. It didn’t matter if it was physically, socially, or with my inner self. But in each way, this trip got rid of the walls and helped me go more. I feel like a better person for having gone on the trip.

Finally, the CWW 9th grade trip was a life-changing experience. Interacting with nature is something we don’t do often, but when we do, we can’t help absorbing everything into our sponge. To me, the jungle made it really deep many things that I was doing to harm the environment. Those things are not directly harmful, but now I know I don’t want them any more. I want living here band I want to make the jungle make it not as much more, making me want to change and change it more. I feel like a better person for having gone on the trip.
Colegio Nueva Granada celebrated its 30th anniversary of MUNCNG by hosting 21 schools from Bogotá, one from Barranquilla, and one from Ecuador. Thirty years of MUN at CNG has brought many faces and changes to the organization. What has remained in those 30 years is a tradition of excellence. We hope to continue the tradition of MUN at CNG as one of high expectations with goals of competing at national and international levels.

Francisco José Lloreda, from the President’s High Council for the Citizens Security opened the model. He shared political experiences and what MUN taught him when he was a student. Dr. Francisco Diaz, President of the Board of Directors helped to commemorate this tradition of 30 years by speaking at the inauguration. CNG also presented a plaque representing peace and harmony values that the organization promotes. This symbol to be placed in one of CNG’s gardens, will forever remind us of the history that MUN has at CNG.

During the three days of the conference, the 320 participants worked tirelessly to come up with concrete resolutions to global problems. Dynamic participation was seen from the presidents and delegates of many work groups. Collapsing economies due to cyber-attacks on stock markets were some of the issues that delegates confronted. Working papers were created, debates were had, and solutions were made. For the closing ceremony, delegates put things in perspective as they listened to Suite #3 by Bach on the cello while watching profoundly images from the fall of the Berlin Wall. Later, ex-secretary-generals of MUNCNG shared their feelings as to the goal of the Model MUNCNG and the affect that MUN has had on their lives now that they are studying or working. Finally, Colombian and Caribbean United Nations Representative Damien Cardona closed the model by commending dedication and hard work of the delegates.

Organizing a model such as MUNCNG is no small task. It takes a team effort on all fronts to make it work. MUN at CNG is truly grateful for all of the help that was given to us by so many in the community. We recognize the work of the sponsors that have helped in these 30 years to continue a tradition of teaching political analysis and debate. Thanks to Francisco José Lloreda, Dr. Francisco Diaz, CNG Secretary Generals of the past, and Damien Cardona for their participation in the model. Their professionalism and words were meaningful to us and added to the excellence of the model. In addition, thanks to the CNG administration, general services, and everyone who made this model and many in the past possible. Finally, we would like to recognize all the CNG Model United Nations members for their endless dedication and long hours to this organization. MUN at CNG is looking forward to continue this tradition of excellence within Colombia and beyond.

A special farewell and congratulations to CNG Secretary General Gabriela Arroyo Cowie who dedicated her time and energy to give CNG a great model. Gabriela has been invited to attend the Global Young Leader Conference in Washington along with 150 young leaders from around the world and the President of the United States this January. Gabriela has shown solid leadership and has been one of our strongest delegates.

Translation by: JOSEPH HARPER
HIGH SCHOOL TEACHER
The world of photography is made up of various components: determination, creativity, and high standards. These are the essential elements to succeed in this art. CNG, being a school of opportunities, provides us with the skills and endurance to excel. Students should take advantage of it by performing with their best skill and commitment.

Taking pictures is a way to express feelings, show talent, and grow as an intellectual. It gives one the power to put in images and on paper that which best defines one’s inner person. It is our job to take advantage of all that CNG provides us by opening doors to higher-level visual arts.

“Arts Week was the perfect opportunity for students like me to exhibit their art work and masterpieces. In my case, I had the chance to display the surrealist-themed pictures that I took for the Photography II class. I personally believe that this event allowed me to show my pictures to many different people who didn’t know that I possess this talent, and I could show a part of me that not many people see on a daily basis”.

“Art is currently a very important part of my life, and, most likely my future, and that is why I think that Arts Week really empowered me to show my talent to my classmates and to be able to feel that people can see what I have been working on for some time. Not many people have the chance to do that, but here at CNG, students can actually present their art work to their friends and classmates. Along with other students, I think that Arts Week is a world of opportunities for those of us who really want to prove that we love art and that we excel at it”.

“I invite all of those students who love art to participate in an art class, be it drawing, 3D Sculpture, Photography or any of the many other classes that the school offers, to be committed and use their full potential so that they can experience what Catalina, Valentina, and I experienced during this Arts Week – expression.” – Cristina Angel

We encourage each student to be a part of this fulfilling learning experience. It is an opportunity that will leave a footprint on you for your life. Use your imagination and be creative to be successful as an artist.
Any people do not know what being a CNG ambassador means. They occasionally see us walking around school with potential new CNG families, so perhaps they see us as some sort of tour guide. Actually, it goes way beyond that.

First of all, being an ambassador holds a lot of honorable titles. You do not choose to be one, you are chosen. It is very gratifying to know that the school is proud of the student you have become. This means you are well rounded, and that you are a valuable member of a community you love. Most importantly, they believe you to be the type of student that they want everybody else to associate with the school.

Once you are in the group, you get to advertise the school to people interested in becoming involved with the community. I do not doubt that most students love our school, but there is a whole new meaning to this love when you are part of Ambassadors. By getting to go back to the places where it all began (Kinder 4 and 5), and then walking through the rest of the campus, you remember many things that may have been forgotten along the way. All those teachers we had, the playgrounds where we spent time, the classrooms where our art projects used to hang, all these things come back to you as you welcome these families into our community.

It is my last year at CNG, so this remembrance has made leaving a little harder. However, there isn’t a better way of saying goodbye to your second home, than by walking around its walls and presenting its magnificence to curious outsiders.

As soon as the tours begin, memories start rushing into my head and I cannot hold myself from talking to those parents with a voice full of genuine love, in behalf of the school. For every room inside the school, I have an anecdote I can share with the parents, and their questions are only opportunities to recommend the school.

I have had the privilege of growing up in the hands of a wonderful community, a rich environment and a breathtaking campus. It is very sad to know that I will not see my school every day during the years to come, but being in Ambassadors has helped me say goodbye. I encourage each current student to make the most of their school days, to alumni to never forget the formation they received, and to those that aren’t yet part of CNG, to join the most nourishing community in the world. After all, Colegio Nueva Granada is much more than a school.
One month to write a 20,000 word novel? That’s just crazy! The same thought crossed everyone’s mind, but it wasn’t enough to stop some of us. Nanowrimo, or National Novel Writing Month, was created to encourage people of all ages to write their own novel during the month of November. At first I wasn’t sure I could accomplish such a feat, but I had to give it a try. The hard part wasn’t starting. I had had an idea since I was twelve that I had developed up until the climax of the story. However, having no clue how to resolve it, I had given it up. Picking up where I left off, I had no trouble writing the beginning—the words flowed easily and I had long writing streaks up until late at night. It made me feel good, and I was excited to see the mounting word count as I finished each day’s work.

I had never really understood the term “writer’s block,” but it couldn’t have been clearer when I tried brainstorming the end of my novel. I reached the point where no idea made sense, nothing was a good enough solution for the problem I had so easily proposed before. There were some nights in which I wrote knowing I wouldn’t get anywhere, where I was just writing for the sake of writing. It didn’t feel right. I knew I had to come up with something, but I just couldn’t do it. It took me about a week to come up with a reasonable ending, and as cheesy as it may sound, it made me feel good, and I was ready and organized when teachers, seniors, parents, and staff arrived bearing their arms. The morning went so fast in the rush to get people into the donation chairs! We did not even realize when lunchtime rolled around. There were so many donors that many of us had no time to eat. The tent we had set up was full all day long. At the end, we were tired but so proud of the CNG community. We had gathered together 100 people who had been able to donate and 130 had showed up to volunteer their blood. That meant our efforts saved as many as 300 lives! This was one of the most successful blood drives in CNG’s recent history. The Cardio Infantil clinic was very happy with the results and is excited to work with us again. The support from staff members, students, and parents was amazing. We cannot thank all of you enough! It was a moving experience for all! We learned so much during our first blood drive but we are making a bigger effort to make sure the donation process is safe and comfortable in the future. For example, future blood drives will move to an indoor location and will make sure our donors are warm and cozy!

Please come join us for our second blood drive of the semester on May 24th!
STUCO is also a place where you get to understand your strengths and weaknesses, where you learn about yourself and what you like to do. All 30 members of student council find it a part of their routine. For instance, every Tuesday at lunch there is a meeting and to talk with various people about what our next activity will be. Most of us don’t see it as an obligation, it’s something we like and enjoy doing and because we feel welcomed. Our ideas are valued and no idea is a bad idea, we always find a way to make everyone happy with the activity we are making. Most students see school as a place where you go to class, see your friends and head back home. As we see it, it is the place where fun happens.

As freshmen Camila and I have seen ourselves in many activities in which we have to come out of our comfort zone and deal with various obstacles. We are not the only ones making the decisions but as STUCO we have to come up with a plan so we can invest our money in ideas all students will enjoy. It prepares us for the tomorrow. We learn how to handle things and organize them so that they are successful, one of the biggest challenges of life. In every Lunch A Month (LAM), Halloween activity, Easter egg hunt, and Hogar Novena, we have to make sure that everything comes out right, after all we are the ones in charge.

As seniors, Camila and I have seen how much it means to the near future. The last Thanksgiving… This is why we have tried to celebrate them as much as possible. Thankfully, Ms. Kaun and Mr. Guenther have been very supportive throughout the whole year. Thanks to the communication bridge between them and us seniors, we have had the chance to release all our stress and worries through senior activities such as Halloween, Water Day, Grease Day, and the Watermelon Eating Contest, among others. A personal favorite was the Senior Secret Santa activity. Each senior who participated drew another senior’s name out of a bag and had to get them a gift by the second week of December. One day before the holidays, Father Christmas (also known as Mr. Durán) and Mrs. Claus (Ms. Wells on other occasions) went around the senior classes surprising them with the gifts their secret santas had gotten them.

I can’t speak for seniors in other schools, but I can assume those that are new in line that maintaining a healthy relationship with their principal and associate principal is the best way to take full advantage of their senior year. Here in school, they teach us to be critical and to think for ourselves. They encourage us to come up with activities and to make them happen. They provide us with mountains of opportunities to stand out as leaders. As long as you know how to get your idea across, your voice will be heard. “We know that in school, certain rules must be followed, but we also hope you understand we wish to have the best memories from this last year we have at CNG.” Looking back at this first letter we wrote to Ms. Kaun makes me feel pleased to know that we were able to live every moment as if it were the last, because after all, that’s how it was.
A WORLD OF OPPORTUNITIES FOR COLLEGE ADMISSIONS

by MARÍA LUCÍA PUERTA College Counselor

Colegio Nueva Granada represents a world of opportunities for accomplishing goals and dreams for those of us who work here.

At our school we have the opportunity to enrich our learning — learning that defines the standard and discretion to think clearly and to contribute to society not only by giving purpose to life but also by reaffirming our role as valuable people in an educational environment — as a result we exist in a social context of appreciation and respect. But this loses its meaning if we do not share with others, with those in need, so they too can educate their mind, assimilate knowledge, acquire progress and transmit it to society; it is fundamental that learning programs are continuous in order to create learning habits and values that promote a positive attitude.

The adult education program at CNG allows us to fulfill this goal. It encourages the community to take part in the formation process of families and to be involved in a productive social process that leads to a high self-esteem.

Colegio Nueva Granada gives us the opportunity of being — being supportive and valuable human beings that have a sense of belonging, excellent professionals and above all excellent teachers — it is here where we can give exemplarily discipline, moral values, generosity and giving. It is here where teachers, regardless of our age, have the opportunity to be advisors, guides and friends. We are creating a world of opportunities with all that we have dreamed of.

In our campus, as well as in the mind and soul of our students, we have been given the opportunity to teach, do and learn. There is no other place where we can fulfill ourselves with love, patience, ethics and passion, and where we can share personal compromise. Here we have the opportunities, challenges, illusions and happiness to work with the promising youth of a country that dreams that one day opportunities will be the same for all its citizens.

The opportunity to create, to do and to serve is here. Enjoying the mountains, the landscape and its people, this is a memory that will be part of my life along with the feeling of gratitude that will remain with me forever.

Thank you Colegio Nueva Granada.

I want to really thank CNG since it has helped me greatly to accomplish one of my dreams. Since I started playing tennis I always wanted to play college tennis and additionally get into a great university. Thanks to CNG and its staff I was able to get into the Bentley University tennis team and will be playing for the Falcons next fall.

FEIPE PALACIOS
BENTLEY UNIVERSITY

CNG has given me the opportunity and possibility to choose whether I want to push myself and go above and beyond what is simply "required" in most classes. It has taught me about self-discipline and perseverance which has allowed me to succeed in my academics. I have with far more than facts and formulas, I leave with tools that give me an edge when confronting obstacles and making decisions. Thanks CNG.

DANIEL PAREDES
JOHNS HOPKINS UNIVERSITY

CNG offered me everything that I needed in order to get admitted into Boston College, my dream school. In fact, I had many more opportunities than the ones I took advantage of. What I was involved with the most was the AP Academy. Taking AP courses enhance your application and prepare you for college level courses. Thanks to this, I feel ready for the challenges I will face in college. Thank you, CNG.

DANIEL FELIPE AGUDELO
BOSTON COLLEGE

CNG has given me a global mindset and the ability to solve problems which will forever stay with me and aid my future journeys.

RACHEL JOYNE
UNIVERSITY OF COLORADO ROTC SCHOLARSHIP

CNG has encouraged me to explore my artistic potential through exploration and high standards within the arts. I highly believe that I owe much of my achievements to the cooperation of the administration, art department and college counseling.

THOMAS WIESNER
BOYDOKIN COLLEGE

Coming to CNG was an opportunity for me to explore my interests through my studies. I’ve had a wonderful experience with the AP’s ad the art exploratories since I am very interested in the sciences and art.

SO YUN JIN
UNIVERSITY OF MICHIGAN

CNG is the type of school which provides any and all opportunities for its students. Whether you are interested in the sciences or arts your teachers will help you challenge yourself as much as you want. AP courses, Model UN, competitive sports, social projects and more are among the options made available to those who want to push themselves.

DANIEL OROZCO
PRATT INSTITUTE

CNG has given me a global mindset and the ability to solve problems which will forever stay with me and aid my future journeys.

RACHEL JOYNE
UNIVERSITY OF COLORADO ROTC SCHOLARSHIP

CNG offered me everything that I needed in order to get admitted into Boston College, my dream school. In fact, I had many more opportunities than the ones I took advantage of. What I was involved with the most was the AP Academy. Taking AP courses enhance your application and prepare you for college level courses. Thanks to this, I feel ready for the challenges I will face in college. Thank you, CNG.

DANIEL FELIPE AGUDELO
BOSTON COLLEGE

CNG has given me the opportunity and possibility to choose whether I want to push myself and go above and beyond what is simply “required” in most classes. It has taught me about self-discipline and perseverance which has allowed me to succeed in my academics. I have with far more than facts and formulas, I leave with tools that give me an edge when confronting obstacles and making decisions. Thanks CNG.

DANIEL PAREDES
JOHNS HOPKINS UNIVERSITY

I want to really thank CNG since it has helped me greatly to accomplish one of my dreams. Since I started playing tennis I always wanted to play college tennis and additionally get into a great university. Thanks to CNG and its staff I was able to get into the Bentley University tennis team and will be playing for the Falcons next fall.

FEIPE PALACIOS
BENTLEY UNIVERSITY

CNG has given me the opportunity and possibility to choose whether I want to push myself and go above and beyond what is simply “required” in most classes. It has taught me about self-discipline and perseverance which has allowed me to succeed in my academics. I have with far more than facts and formulas, I leave with tools that give me an edge when confronting obstacles and making decisions. Thanks CNG.

DANIEL PAREDES
JOHNS HOPKINS UNIVERSITY

CNG offered me everything that I needed in order to get admitted into Boston College, my dream school. In fact, I had many more opportunities than the ones I took advantage of. What I was involved with the most was the AP Academy. Taking AP courses enhance your application and prepare you for college level courses. Thanks to this, I feel ready for the challenges I will face in college. Thank you, CNG.

DANIEL FELIPE AGUDELO
BOSTON COLLEGE

CNG has given me a global mindset and the ability to solve problems which will forever stay with me and aid my future journeys.

RACHEL JOYNE
UNIVERSITY OF COLORADO ROTC SCHOLARSHIP

CNG is the type of school which provides any and all opportunities for its students. Whether you are interested in the sciences or arts your teachers will help you challenge yourself as much as you want. AP courses, Model UN, competitive sports, social projects and more are among the options made available to those who want to push themselves.

THOMAS WIESNER
BOYDOKIN COLLEGE

Coming to CNG was an opportunity for me to explore my interests through my studies. I’ve had a wonderful experience with the AP’s ad the art exploratories since I am very interested in the sciences and art.

SO YUN JIN
UNIVERSITY OF MICHIGAN

CNG has encouraged me to explore my artistic potential through exploration and high standards within the arts. I highly believe that I owe much of my achievements to the cooperation of the administration, art department and college counseling.

DANIEL OROZCO
PRATT INSTITUTE
Estaba entusiasmada con la idea de vestirme por un día representando lo que soy, pues era una tarea que nos había puesto la profesora a toda mi clase de arte. Pensándolo el día anterior, pensé que debía ser lo más creativa posible y vestirme como si yo fuera un cuadro propio y original. El resto de la noche me preparé para recibir abiertamente diferentes comentarios ya que mi abuelo causaría un poco de polémica. Mis papás, por otro lado, me veían divina, ya que uno para los papás siempre se va a ver bien con lo que tenga puesto. Después de unas cuantas horas, creí estar lista. Normalmente no soy una niña que se exhiba mucho, ni que quiera llamar la atención todo el tiempo. Era una mezcla de colores, texturas, proporciones, que hacían de mi vestimenta una verdadera obra de arte. Al verla, expresaba todo lo que yo soy, era alegre, colorida y DIFERENTE.

Después, poco ese mañana. Tenía un poco de inquietud de los comentarios, pero me di cuenta que uno tiene que tomar riesgos para poder llegar a ser una persona auténtica. Ese día escucharía los comentarios de las personas cercanas y también de compañeros. Me subí al bus y note unas miradas raras. Pensaba en el transcurso del bus cuales serían los verdaderos comentarios que se me vendrían. Me bajé del bus y me chillaron, no pude aguantar mi risa. Pasaban por mi lado, les escuchaba criticando. Decían que definitivamente había gente muy rara en el colegio, que estaba loca. De otro modo recibir comentarios más directos pero con cariño. “¿Me encanta como estas vestida?” “¡Eres hippie!” “¡Tienes mucha personalidad!” Y compañeros de mi clase vestidas súper normales, palabra clave: “normales”. Se burlaron de cómo estaba vestida y del hecho de que había hecho lo que nuestra profesora nos había pedido; me dijeron loca y perdedora entre otras. Eran menores que yo y aun así, llegué a sentirme humillación. Seguí derecho, pero no siendo una persona que me trago lo que verdaderamente siento y lo que quiero expresar; pensé en lo que podía pasar cuando llegara la hora de entrar mi clase de arte.

Entramos a clase, había unos pocos vestidos de acuerdo con sus personalidades. Empecé a explicar el por qué de mi vestimenta; estaba haciendo una prueba. Finalmente había logrado sentirme como nunca. Me sentía auténtica. Sentía que por fin había roto ese temor a explicar el por qué de mi vestimenta; estaba haciendo una prueba. Finalmente había lo-

Para terminar, yo pensaba y discutía con mi profesora de lo que es el “Out of Dress Code”. Finalmente lo definí como quitarse el uniforme del colegio para ponerse un uniforme de sociedad. Me di cuenta que para ser auténtico hay que tener la iniciativa y no es para llamar la atención. Es simplemente para sentirse como uno realmente es. Finalmente en este mundo de tantas personas, lo que llevamos puesto lleva nuestro nombre, nuestra identidad y también nuestra personalidad.
As a member that has actively participated in the program for two years, the visits have made me grow as a person. A reality lesson kicks in when I can see how most of the young people with whom I share a country have to live and how much the government can provide for them. Also, the enthusiasm that bursts in injured kids when we arrive reminds me of the importance there is in finding good energy to fight off the painful situations in which we can find ourselves. Finally, the program provides a matchless learning home where students and injured kids can meet and learn from each other without any boundaries that can limit the trust within them.

This is one of the many growth experiences that the school has provided for me. As a member of the CNG community, that is weeks away from graduating, now I am more grateful than ever for the opportunities that the school has given me. The first hand experiences provided by CNG, are the ones that have made me an active and caring member of society, interested and aware of the world in which we live.
For a second time in history, the u-17 Women’s Colombian Soccer team qualified for the World Cup, as it did in New Zealand in 2008. The team led by Felipe Taborda, reached its goal for the Suramericano of Bolivia, by defeating Argentina with goals from Gabriela Maldonado (2) Dayana Castillo and Laura Aguirre.

Colombia played a total of 7 games in the Suramericano, obtaining four wins (against Venezuela, Paraguay, and Argentina) and three defeats (against Brazil (2) and Uruguay). Along with Colombia, the teams from Brazil and Uruguay will be competing in the 2012 FIFA U-17 Women’s World Cup 2012 in Azerbaijan. Super job, Gabriela!
DALE UNA MANO A QUIENES DARÍAN LA VIDA POR TI.

Por la educación de nuestros héroes heridos, caídos o desaparecidos en combate y por sus familias, apóyanos.

Conoce más de la Corporación Matamoros
Tel.: 617 9788, Calle 98 No. 68D-05 Bogotá - Colombia
Te invitamos a visitar nuestra página web:
www.corporacionmatamoros.org