



## IN OUR GLOBAL VILLAGE

### OVERVIEW AND FREQUENTLY ASKED QUESTIONS

**IN THE PREFACE** to [\*In Our Village: Kambi ya Simba Through the Eyes of Its Youth\*](#) Barbara Cervone notes: “On our parting, they [the students] told me this: It astounds us—and we remain unconvinced—that anyone outside our village cares about our lives and our challenges.” When international service learning consultant Cathryn Berger Kaye read these words, she summoned a fierce determination to show the Tanzanian students that others do in fact care about their lives and challenges. Indeed, Kaye wagered, there was a community of students and teachers around the globe who hungered to gather and share their own local stories.

In October 2006, Kaye and Cervone teamed up to invite youth worldwide to write a book about their “village,” their community in whatever form that is—and contribute both tangible books to be shared near and far, along with a virtual copy that could be viewed on this website.

In this way, the **In Our Global Village (IOGV)** program began and spread, now spanning five continents.

P.S. If you haven't already done so, please flip through the online version of [\*In Our Village: Kambi ya Simba Through the Eyes of Its Youth\*](#) and check out the [short videos](#) the Kambi ya Simba students made about their village. They will surely inspire you and your students to create your own IOGV book!

**Join this growing international community of students and teachers, making global connections through local action.**

*Barbara Cervone and Cathryn Berger Kaye*

## FREQUENTY ASKED QUESTIONS

### **What has been the value of the In Our Global Village (IOGV) program for students and teachers?**

Students crave learning experiences that have relevance, meaning and purpose. The **IOGV** process deepens and makes more tangible the concept of “community” for students. They engage in action research to know the people, the history, and the current daily experiences that make their community vibrant and unique. Teachers report that students go far beyond expectations in how they apply themselves and work with others to create a book. Knowing that their words will reach a global audience, that their photographs and drawings will be seen by youth all over the world, and that their stories and village matters has enlivened and transformed academics.

### **What kinds of books are students creating as part of the IOGV program and how many books have been produced so far?**

Every **IOGV** book is unique, capturing the diverse ways students and young people see their “village.” Some of the books offer a collection of community “snapshots” similar to the original book written by Awet Secondary School students. Others are more targeted: for example, a collection of oral histories from local elders and a bilingual field guide to birds. The design of **IOGV** is meant to be adaptable to any learning environment, curricular objective, and student ability.

There are currently over 60 **IOGV** projects underway, both in the United States and internationally. The response has been encouraging and a testament to the educational value teachers recognize is inherent in the process.

### **How do I join?**

Please register your interest by e-mailing [inourglobalvillage@whatkidscando.org](mailto:inourglobalvillage@whatkidscando.org). You will receive, in turn, e-mails and communications about the program.

### **What are the requirements to participate?**

There is no “right” process for creating your own **IOGV** publication. We offer, however, the following guidelines.

**Use the book *In Our Village* as a model.** The book provides ideas and a ready form to follow.

TO ORDER THE BOOK—SINGLE COPIES AND IN BULK—GO TO [www.ABCDBooks.org](http://www.ABCDBooks.org)  
OR CONTACT [info@nextgenerationpress.org](mailto:info@nextgenerationpress.org).

## **Facilitate a student-run process whereby students**

- Design the focus, themes, and structure of their book. Learn the process of gathering collective voices.
- Invite participation by students as a collaboration.
- Learn the process of interviewing. Students can practice interview techniques and, in teams, prepare questions and conduct interviews that are integrated into a chapter. Review specific skills such as active listening, asking probing or follow-up questions, and taking notes or recording the interview.
- Include photographs, if possible. Video is also an option.

**Make cross-curricular connections.** Consider how the book can accentuate and integrate many subjects. Students writing the *Walking Through New Orleans In Our Global Village Publication* knew that in addition to the writing, social studies, and science that was woven together in the essays they were to include math in each chapter.

**Include a description of IOGV, your process, and how other groups can join.** We hope you will share your group's story in your book about how this book came to be, much like the preface of the original *In Our Village* book. We also request that you include our proposed copy that tells about this program.

This book is part of **In Our Global Village (IOGV)**, a global service learning program that invites student participation in a collaborative exchange of local stories to a worldwide community. Initiated in response to *In Our Village*, a book written by students of Awet Secondary School in Kambi ya Simba, Tanzania, IOGV was founded as a partnership between Cathryn Berger Kaye, **CBK Associates**, and Barbara Cervone, **What Kids Can Do**.

For more information, to join the In Our Global Village process, and to see books written by students in countries all over the world, please visit [www.inourvillage.org](http://www.inourvillage.org). Click on the **See also In Our Global Village Program** box.

We also invite you to learn more about each of our partners:

CBK Associates at [www.abcdbooks.org](http://www.abcdbooks.org)

What Kids Can Do at [www.whatkidscando.org](http://www.whatkidscando.org)

**Produce your book.** It can be bound in whatever manner is easiest and most available, such as using staples or spirals or working with an online publisher. Students can investigate options and create their own methods. [Click here for publishing tips](#).

**Share your book.** Print copies of your book to share with others in your school and community. We also ask that you provide four copies to Barbara Cervone at WKCD and six copies to

Cathryn Berger Kaye at CBK Associates. Barbara Cervone will send three copies to Awet Secondary School for students to read. Cathryn Berger Kaye will share her copies with students and teachers embarking on their own IOGV book. [Click here for more information.](#)

**Submit an electronic file** to What Kids Can Do to be uploaded to the **IOGV** website. We post new **IOGV** books as we receive them: as downloadable PDFs (usually compressed versions) and "flip books" (high resolution version of the book that readers can flip through online). [Click here to view the IOGV digital library.](#)

### **Is there a cost?**

Participation is free and open to all interested parties. While there is usually a cost to produce the books, schools have been most inventive in raising funds, seeking grants and identifying community partners to assist and support publishing efforts.

### **What is service learning?**

Service learning is a teaching method that connects classroom content and skills to authentic community needs. Service learning can be defined by what it does for young people. Through the process, students apply academic, social and personal skills to improve their community, they make decisions that have real results, develop as leaders, and increase civic participation. The IOGV experience honors youth voice and choice. Students determine the topics, how the stories will be collected, and how they will be told. By having students interview members in their community, conduct research, and write and illustrate for a public audience, they deepen and personalize their connections to the community while learning and strengthening their abilities.

### **What are the curricular connections?**

Writing and publishing a book of this kind can easily connect with many curricular areas and is meant to be a part of the academic process. In addition, the process supports 21st Century learning skills of problem solving, social responsibility and global awareness. [Click here for In Our Village Curriculum Guide.](#) Please note this curriculum was designed as part of a larger program *Strategies for Success with Literacy—A Learning Curriculum that Serves* by Cathryn Berger Kaye. Information about this program is available at [www.abcdbooks.org](http://www.abcdbooks.org).

### **Can a book be written in a community-based setting?**

Definitely. **IOGV** is a meaningful program that can be used with youth in all settings.

### **What age/grade level is this right for?**

**IOGV** can be adapted to meet all ages and developmental abilities. Youth expression can take many forms, including, but not limited to, illustrations, photographs and essays. In the **IOGV** library we currently have submissions from grades 3-12.

### **How much time is involved?**

The program is designed on your terms. The amount of time required is based upon the venue you choose to create your book. Teachers have shared that **IOGV** has been integrated into their English/Language Arts or Social Studies curriculums, and also as a way to integrate all subject areas including English, social studies, science, math, technology, and more. In addition, books have been developed in an afterschool program and in nontraditional learning settings.

### **What is the local connection to IOGV?**

In order to create an In Our Global Village book, students need extensive knowledge about one or many aspects of their community. Students may decide to model their chapters on the Awet Secondary School book. Students may select a different IOGV book from the website as a model, or come up with their own concept. A class may emphasize their environmental or civic studies and write a book from that perspective. The pages can represent an in-depth examination of any aspect of community that is authentic for the specific classroom curricula, or is an extension of any student led initiative. Students may also find many local avenues for sharing their good work. Note: Every global service-learning venture is strengthened through local action and vice versa.

### **Why go global?**

By connecting with people in faraway places, students may:

- Enhance critical thinking to extend beyond the familiar
- Make abstract ideas concrete by putting real people in faraway places
- Develop a worldview necessary to comprehend and meet global challenges
- Recognize our interdependence

Is it possible to produce a book in a language other than English?

**IOGV** has international readership. Bilingual text—English and the native language of the students—is an outstanding way for students to learn about other languages.

### **Purchase information for *In Our Village: Kambi ya Simba Through the Eyes of Its Youth***

For single copies and bulk order discounts, go to [www.ABCDBooks.org](http://www.ABCDBooks.org) or contact [info@nextgenerationpress.org](mailto:info@nextgenerationpress.org).

All proceeds from *In Our Village: Kambi ya Simba Through the Eyes of Its Youth* fund student scholarships and educational supplies at Awet Secondary School. A special nonprofit, New Assets, Inc., works with Awet staff and students to select scholarship recipients and to identify and secure needed school supplies. To date, 14 Awet students have received two-year scholarships for post secondary school education and all have plans to attend university.

## Contact information

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Awet Secondary School  
P.O. Box 215, Karatu, Tanzania

## NOTES

**IOGV** is part of the U.S. based nonprofit 501(c)3 organization, What Kids Can Do (WKCD). Founded in 2001, WKCD empowers young people to speak up and gives them ways to do so using the Internet, print, and broadcast media.

Barbara Cervone, Ed.D. is co-founder and president of What Kids Can Do, Inc. Previously, she coordinated Walter H. Annenberg's \$500 million "Challenge," at the time the largest private effort to improve public education in the nation's history. Dr. Cervone has been a researcher and consultant in school reform, a small schools generator, a journalist and writer, a foundation officer, and a photographer. In December 2008, she received the "Purpose Prize" from Civic Ventures. She has produced five photo-essay books with youth worldwide. Her son, Carl, introduced her to Kambi ya Simba, Tanzania, where he'd established a micro-finance program (at age 23).

Cathryn Berger Kaye, M.A., president of CBK Associates and ABCD Books, is an International Service Learning Consultant and a former classroom teacher. She works with state departments of education, university faculty and students, school districts, and classroom teachers on a variety of education issues such as service learning, civic responsibility, literacy, and respectful school communities. She is also the author of numerous educational resources including *The Complete Guide to Service Learning* Second Edition and *Going Blue—A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands* written with Philippe Cousteau and EarthEcho International.

**IOGV** supports the U.N. Millennium Development Goals. Adopted by world leaders in the year 2000 and set to be achieved by 2015, the eight MDGs are both global and local, tailored by each country to suit specific development needs. They provide a framework for the entire international community to work together towards a common end—making sure that human development reaches everyone, everywhere. We are dedicated to helping reach these goals as they relate to