



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!

FREQUENTLY ASKED QUESTIONS

Why do students and teachers participate?

Students crave learning experiences that have relevance, meaning, and purpose. The In Our Global Village (IOGV) process deepens and makes more tangible the concept of “community” for students. They engage in action research, getting 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. It enlivens and transforms their academic work to know that their words will reach a global audience, their photos and drawings will be seen by youth all over the world, and the stories of their “village” matter.

What kinds of books do students create as part of In Our Global Village?

Every IOGV book is unique, capturing the diverse ways students and young people see their “village.” Some 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.

How many books have been produced so far?

Over 50 IOGV projects are currently underway or complete, both in the United States and internationally. The response has been a testament to the educational value that teachers recognize as inherent to the process.

How do I join?

Please register your interest by e-mailing 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.

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.
- 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. The students who wrote *Walking Through New Orleans In Our Global Village* knew that in addition to weaving social studies, and science into their essays, they had to include math in each chapter, too.

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. (See ‘Publishing guidelines and tips’)

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.

Share your book. Print copies of your book to share with others in your school and community. We also ask that you provide two copies to Barbara Cervone at WKCD and four copies to Cathryn Berger Kaye at CBK Associates. Barbara Cervone will send two 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.

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).

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. See **Curriculum.pdf**. 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.

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, along with several by college students.

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 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.abcd.books.org or contact 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.

Contact information

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About Us

IIOGV is part of the U.S. based nonprofit 501(c)3 organization, What Kids Can Do (WKCD). Founded in 2001 by Barbara Cervone, Ed.D, WKCD presses before the broadest audience possible a dual message: the power of what young people can accomplish when given the opportunities and supports they need and what they can contribute when we take their voices and ideas seriously. WKCD’s nonprofit publishing arm, Next Generation Press, produces and distributes an array of books with youth as co-authors. Its Center for Youth Voice brings youth investigations to the worlds of policy and practice.

Before starting WKCD, Dr. Cervone 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, Cervone received the “Purpose Prize” from Civic Ventures. She has produced four photo essay books with youth around the world. Her son, Carl, introduced her to Kambi ya Simba, Tanzania, where he had helped establish 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.

Kaye conceived of the IOGV program after coming upon a copy of *In Our Village: Kambi ya Simba Through the Eyes of its Youth* and wagering that there was a community of students and teachers around the globe who hungered to gather and share their own local stories.

Kaye 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. *Going Blue* won the 2011 “Teachers Award for the Family” from Learning magazine.

Learn more about Cathryn Kaye’s work and publications at www.abcdbooks.org.

Learn more about What Kids Can Do at www.whatkidscando.org.

And please contact us at: inourglobalvillage@whatkidscando.org