



A Message from the Chair, Anne Beneventi

Dear Global Awareness Members:

Happy end of summer. I hope you all found an opportunity to spend time with loved ones and to enjoy the beauty of nature.

Plans are already under way for the national conference in Baltimore, November 13-16. We hope to see many of you there. Thanks to those of you who have submitted proposals.

Thanks also to members who participated in the redrafting of the Global Awareness Focus Statement. The updated version will guide us in choosing proposals that more clearly reflect the goals of our network:

The mission of the Global Awareness Network is to help gifted learners prepare for an increasingly global world by supporting them as emerging leaders, creators, and peacemakers. The Global Awareness Network responds to the concerns of gifted individuals about the future and the world in which they live by developing opportunities to grow personally, act internationally, become stewards of resources, and to appreciate and nurture diversity. Global Awareness Network proposals should provide strategies to develop intellectual capacity for critical and creative thinking, based in understanding the perspectives of others, applying empathy, dealing compassionately, seeking cooperation through consensus and by supporting gifted individuals to be contributing members of a global family. The goal of the Network is to discuss and to share experiences that may equip gifted children with a stronger sense of Self that allows them to reach higher levels of spiritual, social and intellectual development, impacting an interconnected and synergistic world.

As you see in the focus statement, the vision of Annemarie Roeper (1918-2012) continues to guide the Global Awareness Network. Her primary intent in co-founding the Global Awareness Network of NAGC was not to capitalize on intellectual ability in order for children to “save the world”, but rather, to respond to the unique emotional needs of gifted children. When advanced abstract reasoning combines with emotional empathy, it produces in children an inherent global perspective and sense of justice. This is essential for gifted education to recognize and address, especially when children feel powerless.

In her article, “Emotional Needs of the Gifted”, Annemarie Roeper said:

The emotions of the gifted grow out of their greater awareness, which then translate into feelings. By excluding the emotions, we miss the essence of giftedness. Educators have the responsibility to acknowledge and support these strong feelings. For example, during the Gulf War, many gifted children were frightened of bomb



attacks. Intellectually, they knew an attack on us was not likely to happen, but they needed to have their anxieties understood. Their concerns extended beyond personal fears. That adults could be so destructive undermined their feelings of safety. Even four year olds identified with the Iraqi children. I could see the desperation in their eyes and their need to do something, to take action.

Our educational system seems to value above all, the ability to answer multiple-choice questions -- questions that don't have the complexity of real problems confronting humanity. As educators, we need to make the distinction between skills measured on tests and skills needed for success in life. Life does not present problems with multiple-choice answers, one of which is “correct”. The broader perspective and reasoning ability of our gifted children are only the beginning of the necessary skillset. Creativity, wisdom, emotional intelligence, integrity and a sense of responsibility are difficult to measure and yet so essential for navigating 21st century challenges.

The primary goal of Annemarie's educational philosophy, “Self Actualization and Interdependence” is to foster emotionally intact children. Included is the provision of

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tools for ethical growth and leadership, as well as opportunities to grapple with complex real-world problems and generate hopeful solutions.

The Global Awareness Network endeavors to keep Annemarie's vision alive by honoring individuals and organizations advancing the mission of the Global Awareness Network and the work of Annemarie Roeper.

Thanks to those of you who let us know of those heroes whose actions contribute to the well being of gifted children and ultimately benefit the planet, by nominating them for the Annemarie Roeper Awards. (Nominations were due by August 15, 2014.)

The 2nd Annual Annemarie Roeper Awards will be presented to the recipients (or their designees), and their work will be showcased at the NAGC annual conference in Baltimore. In addition to the award, recipients receive a complimentary registration to the conference.

Finally, I want to extend a thank you to Ellen Fiedler, our *Global Visions* editor; Sharon Slodounic, our incoming Chair, for her endless support; April Degennario, for sending e-mail blasts; Kelly Parks and Barbara Mitchell Hutton, for overseeing the proposal process and to you, our Global Awareness members, for all you bring to gifted education. May we have the wisdom to support gifted children to grow into who they are meant to be.

Best wishes,

Anne Beneventi



Anne Beneventi is director of the Annemarie Roeper Method of Qualitative Assessment (QA) and co-founder of Helios New School for the Gifted where she evaluates all applicants for admissions using QA.

A note (*of apology*) from the Editor . . .

This issue of *Global Visions* is coming to you much later than I intended to get it to you. As we all know, sometimes life gets in the way of our "best laid plans" and best of intentions. In my case my life took an unintended detour due to my taking a nasty fall off of some makeshift scaffolding while working on my beloved old wooden sailboat. The resulting pelvic fractures laid me up for a chunk of the summer and my recovery process has taken its toll on my time.

So ... I apologize for the tardiness of this issue. I'm back in the groove now, with great appreciation for all of the ways that each of you contribute to fostering global awareness, including those whose work so enhances our *Global Visions* newsletters.

I'd like to echo Anne's wishes to you for a great end of summer and for a wonderful start to the new school year!



Ellen D. Fiedler, Ph.D., is Professor Emerita of Gifted Education from Northeastern Illinois University and an educational consultant.

Citizens of the Future World: International Outreach in the Future Problem Solving Program

Globalization affects us all. From average citizens to world leaders, its impact is frequently the subject of discussion. Tomorrow's leaders - today's students - will need to address many current global issues and be equipped to tackle issues that haven't even presented themselves yet.

Therefore, we must uncover the extent to which education systems world-wide are preparing students to think beyond national boundaries and to see problems in an international context.

Educationists are ready to talk about the need to achieve the outcome of a global community; therefore, models are required to effectively provide students with the tools needed.

Bridging this gap thus becomes an important aspect of educational programs and curriculum design, and the Future Problem Solving Program International (FPSPI) demonstrates one valid and significant approach. That FPSPI achieves its objectives is clear when participating students provide anecdotal evidence about their experiences and the outcomes that they identify, both in terms of the world of the future, for which they will be responsible, and the world of today. FPSPI's 2013 Opening Ceremony speaker and alumni, Shefa Sikder, PhD in International Health and Epidemiology outlined how her career as a technical advisor for research at the United States Agency for International Development has been enhanced from her participation in the program. An excerpt of her speech is found at <https://www.youtube.com/watch?v=1eNH37YkHA>.

For FPSPI to have maximum impact in the shaping of student consciousness of the world as a global community, it is clear that it needs to operate across national boundaries and to allow students themselves to collaborate on pertinent topics within the international network. The number of sustained and new programs in developing areas throughout the program not only shows the way in which a globally minded future generation can be nurtured, but also alerts us to some of the difficulties and issues such outreach itself creates (including strategies for the mentoring programs in new areas, training, financial support, developing relationships among educational decision makers, accommodating regional differences in dates of the school year and grade levels, nomenclature, range of languages for program implementation and feedback).

FPSPI aims to nurture global awareness not only through inviting participants to vote in the selection of topics for study, but also through the students' realization that the challenges they are addressing are also being studied by students in many different countries. While their main opportunities for personal contact and interchange with these other students occur in regional and at the annual International Conference, the infusion of global communication via technology has provided interaction among students from various countries. This global interaction promotes the sense of common enterprise and the value of internationally shared thinking.



Dr. E. Paul Torrance designed Future Problem Solving in 1974 to stimulate critical and creative thinking skills and to encourage students to develop a vision for the future, preparing students for leadership roles – his vision for global awareness was as true then as it is now! Please visit www.fpspi.org for information on how to start FPS in your area.