

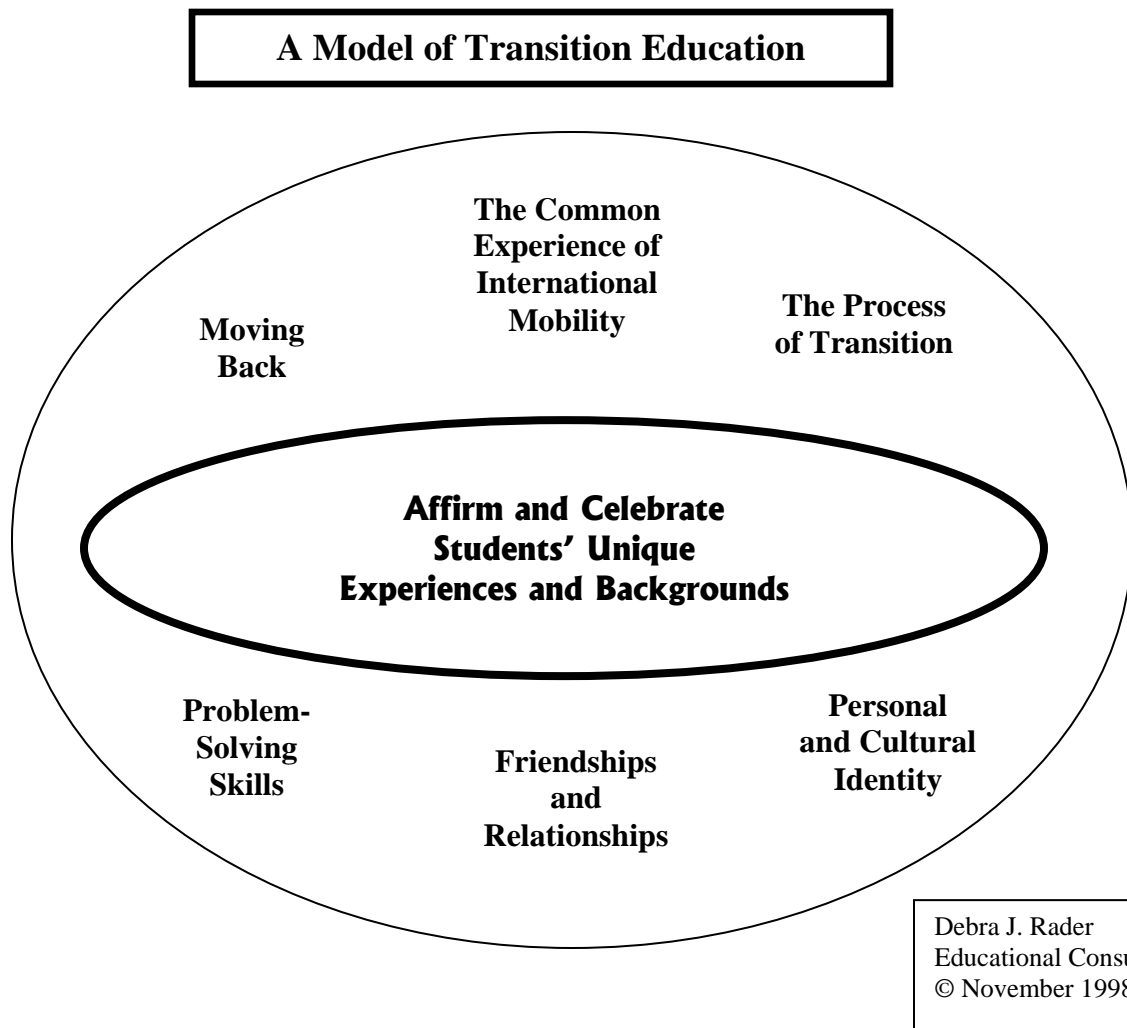
# *Integrating Transition Education into the Curriculum*

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## A MODEL FOR TRANSITION EDUCATION

Transition education provides the knowledge, understanding, skills and attitudes to help students successfully manage transitions while affirming and celebrating their unique experiences and backgrounds. Its purpose is to help students gain a stronger sense of self-awareness, gain an understanding of their own life experiences, benefit from the richness of their international experience and approach change with confidence and enthusiasm. Many natural links exist for educators to integrate the components of transition education into their academic curriculum although they can also be taught discretely as part of an advisory or affective education (Personal and Social Education or Circle Time) programme. Look for opportunities to incorporate your students' backgrounds, experiences and knowledge into class discussions, projects and assignments in different subject areas. Transition education should be continuous and must be customised to meet the needs of your individual school, class and age group. The following model illustrates the components of a transition education programme.



## IMPORTANT POINTS

- If teachers and administrators value and respect transition issues, students will see them as important as well.
- Customise transition education for your individual school population, individual class and age group.
- Transition education should have a positive effect; don't overplay or underplay transition issues but look for natural links that exist within your curriculum.
- Know your students!
- Build a supportive community in your classroom. While this is important in all classrooms, it is of paramount importance in international schools.
- Transition education should be continuous.
- Increase your knowledge about the experience of being internationally mobile and transition issues.
- Request and participate in staff development, as well as parent and student education opportunities that address transition issues.
- Be careful not to assume you know how others feel; let them tell you.
- Be aware of your own feelings regarding mobility, and be willing to share your own story and history.
- Some students may deny experiencing any negative feelings which is often a defense for feelings of vulnerability.
- Don't worry about having all the answers. Acknowledge and validate the feelings and experiences of your students. Engage the help of school counselors and mental health professionals if necessary.
- Include literature that relates to transition education in classroom and school libraries. Help establish and maintain a resource library in your school.
- Consider opportunities to involve parents in the sharing of projects and published student work related to transition issues.

## **The Common Experience of International Mobility**

- Provide opportunities to discuss some of the similar concerns of mobile individuals; worry about leaving and making friends, having special memories of people and places and missing them, questioning “Where is ‘home’?”
- Identify and discuss the benefits and challenges of an internationally mobile lifestyle.
- Provide opportunities for students to learn about and discuss the common characteristics of internationally mobile individuals (global nomads, TCKs) which can have a lifelong impact. Remember these are tendencies, no two individuals are alike!
- Help students identify the skills they have learned and acquired as a result of their international mobility. Have they applied them to new situations? How? Help high school students to identify the skills they have with regard to career choices.

## **The Process of Transition**

- Provide opportunities for students to learn about common transition phases: involvement, leaving, transition, entering, re-involvement. (D. Pollock) ADAPT (D. Rader)
- Discuss common experiences associated with these phases; grief and loss, culture shock and cross-cultural adaptation, disengagement from relationships, a wide range of feelings.
- Discuss the similarities and differences for the first time vs multi-mover.
- Provide opportunities for students to share ways of coping; ways they have responded to the different transition phases. What worked? What didn't? What did they learn? Explore effective strategies to approach the transition process.

## **Personal and Cultural Identity**

- Learn how your students identify themselves; passport country, many cultures, country of previous residence, global identity.
- Provide opportunities for students to share their cultural backgrounds and knowledge of other cultures they have experienced.
- Foster cross-cultural understanding and sensitivity, and respect for and appreciation of diversity.
- Provide opportunities for students to explore the ways cultural identity is formed and understand it is a part of who they are, their personal identity.
- Help students gain an awareness and appreciation of their multicultural selves.

## Friendships and Relationships

- Provide activities to explore the nature of friendships and relationships. What is a friend? How do people form friendships? Show friendship? Maintain friendships? Get along with others?
- Discuss cultural differences in forming friendships and suggestions of ways to address them.
- Encourage empathy and understanding of different cultures.
- Explore ways to reach out and welcome new arrivals in the community.
- Provide opportunities for students to explore the ways *they* establish relationships, cope with feelings of grief and loss, keep in touch, and develop effective strategies to do so.
- Discuss intimacy in relationships, 'quick release response'.

## Problem-Solving Skills

- Provide activities to develop effective interpersonal and life skills.
- Present and discuss strategies (including cross-cultural implications) for
  - Managing change
  - Decision-making
  - Stress management
  - Conflict resolution
  - Effective communication
- Teach students RAFT strategy (D. Pollock)
  - Reconciliation
  - Affirmation
  - Farewells
  - Think ahead
- Explore ways to say goodbye effectively.

## Moving Back

Re-entry is often the most difficult transition, U curve for culture shock, double U for reverse culture shock.

- Provide opportunities for students to voice and discuss their concerns about re-entering their passport country.
- Discuss some of the common experiences of repatriation; isolation, feeling like you don't fit, or like a 'hidden immigrant'.
- Encourage suggestions for ways of coping with the challenges of re-entry and help students explore ways to re-integrate with their peers. Discuss strategies to address reverse culture shock.
- Provide opportunities, if possible, for students to talk with others who have experienced re-entry. Perhaps a panel discussion with alumni could be organised in conjunction with a school reunion.
- Help students identify the strengths and skills they have developed as a result of their mobility. How can their experiences be of benefit to them in their home country?

A strong Transition Education Programme also develops key aspects of International-mindedness such as:

### Knowledge and Understanding

- What culture is, cultural traits and differences
- Self-awareness; explore and understand one's personal and cultural identity
- Cultural and linguistic diversity and its value

### Effective Intercultural, Interpersonal and Life Skills

- Cross-cultural skills; awareness, understanding, sensitivity, communication
- Critical thinking and problem-solving
- Peaceful conflict resolution and mediation skills
- Decision-making skills
- Collaboration and cooperation skills
- Communication skills; verbal and non-verbal
  - listening with an intent to understand, observing,
  - questioning with the intent to learn, explaining,
  - expressing ideas and opinions, disagreeing respectfully
- Ability to see different points of view, open-mindedness, flexibility
- Managing change - transition, ambiguity, adaptability
- Reflection
- Develop positive friendships and relationships

### Essential Attitudes and Values

- Compassion and empathy
- Caring and kindness
- Respect for others and their differences
- Appreciation of differences and diversity in all of its forms, not only cultural and linguistic
- Genuine interest in and curiosity about other people and their cultures
- Tolerance for difference and managing tensions when they arise
- Risk-taking and courage
- Responsibility for oneself and others

## **Tips for Teachers**

Developing international-mindedness is a lifelong process for all of us. Reflect on your own process of developing international-mindedness and your own values, beliefs and cultural identity, and seek ways to continue to develop this disposition.

Cultural differences are complex. Continue your own lifelong learning about cultures, history, geography, religions and beliefs. As we all continue to learn more about them it is important not to make assumptions or generalize, and to check for accuracy. Be prepared to address and discuss complex issues for which there may not be solutions.

Be aware of your own biases and reactions to cultural differences. Be prepared to discuss differences and address topics that are contrary your own beliefs and values.

Ensure that cultural learning is accurate and authentic and does not inadvertently promote a tourist approach and reinforce stereotypes. Select resources carefully and evaluate them critically.

Consider the cultural differences in your interactions with students, parents and colleagues, and seek understanding and refrain from judgment.

Listen to children and honour their thinking, concerns, worries, and passions, and support their efforts and initiatives. It is a powerful experience to know they can and do make a difference.

Transition education and international-mindedness are best developed if they are embedded in all we do, addressed explicitly and nurtured with greater mindfulness and intentionality.

## **Useful Strategies for Developing Transition Education and International-mindedness**

Address transition education and international-mindedness directly, indirectly and through the ways you structure your classroom.

Model your own respect for difference, appreciation of diversity, and interest in and curiosity about other cultures. Look for and provide learning opportunities that recognise and honour the cultural traditions of the children in your class, school community and the wider world.

Build a strong sense of community in your classroom where all cultures and languages are welcomed, valued and celebrated. Ensure that the classroom and school are culturally reflective and responsive, honouring the cultures and languages present in the school community and in the wider world through displays, materials, literature, photographs, projects, dual-language texts, bi- and multi-lingual book publishing and more, which convey the value of its diversity. Use your sense of the aesthetic and consider ways to use fabric, artwork and cultural artefacts in your classroom.

Language and culture are inextricably linked. Consider ways that you can honour the languages spoken by the children and adults in your classes and school community.

The importance of developing a child's mother tongue has been well established, both as part of strong cognitive development and cultural identity. Look for ways to include your students' languages through learning poems or songs, greetings, colour words, days of the week or counting in the children's home languages. Some schools have established mother tongue lunch days, story times with parents reading to children in their mother tongue and after school activities led in the children's mother tongue.

Learn key words, greetings and phrases in the children's languages and learn to pronounce your students' names correctly. Have you and your students teach the other children in the class to pronounce their classmates' names correctly as well. Play a name game at the beginning of the school year where the children introduce themselves and another classmate, and share any special meaning of their name and/or the reason it was chosen. This contributes to the children's understanding of cultural identity.

Ask the parents and/or children to complete a personal and interest inventory at the beginning of the year including places lived and languages spoken at home and with other family members.

Make use of the opportunities for authentic cultural learning that exist within your school community. Invite parents, teaching and non-teaching staff to help you and your students learn about their cultures, including their languages and beliefs. Include the different ways birthdays, weddings and other rites of passage are celebrated, as well as dance, art, music, games and storytelling traditions.

For younger children consider ways your classroom Home Corner could reflect different cultures including those present in the classroom. Include clothing, international food containers, cooking and eating utensils. This provides an authentic opportunity to discuss similarities and differences between cultural objects and practices.

The host country offers rich opportunities for learning about culture in addition to national holidays and traditions. Look for ways to help children learn about and engage with the host culture through activities, field trips and guest speakers.



## Lesson Plan Grades K-5

### *little blue and little yellow*

by Leo Lionni

#### Synopsis

Little blue has many friends of different colors, but his best friend is little yellow. They play together and sit next to each other in school. One day they hug each other until they become green but their parents no longer recognize them. Little blue and little yellow cry until they turn back to their original colors. However, their parents soon realize what had happened and they all happily turn a little green. This story illustrates the concept that cultural differences in our friendships and relationships can influence and enrich our lives.

#### Objectives

1. To provide students with the opportunity to gain an understanding of what culture is and how it is learned.
2. To provide students with the opportunity to explore the cultural influences in their lives.
3. To provide students with the opportunity to gain a greater sense of self-awareness and understanding of their own cultural identity.
4. To provide students with the opportunity to gain an appreciation of their cultural or multicultural selves.

#### Activities Before Reading

- Ask your school librarian to help you collect books with photographs of children and adults from other cultures. Your school may have a picture file showing food, clothing, artefacts, music, dance, buildings, handicrafts, or celebrations from different cultures that can also be used. Children can also bring items from home or from their neighbors. Use these as a springboard to discuss culture. What is culture? What aspects of culture do you see in these photographs? Establish that culture is a shared way of life that includes objects and customs as well as the values and beliefs we hold.
- Ask your students to think of the cultures in their families and share them with the class. What are they and how are they reflected in their lives? Is it the food they eat, the clothes they wear, the celebrations they have or the traditions they follow?
- Ask them to think about a time they participated in the cultural celebrations of friends or neighbors, or a time they shared their celebrations with others. What were they and what did they learn and enjoy? Explain that in this story the colors represent our cultural selves. It shows how two friends can share in each other's culture and have it become a part of who they are.

## Activities After Reading

- Using overhead transparencies of one blue circle and one yellow circle, demonstrate the influence of culture on the two friends by overlapping the colors on an overhead projector. Ask your students to think about a friend whose culture is different than their own and who has influenced their life in some way. What are some of the things they have gained that are now a part of their life? For example, they may now have a love of Indian curries after sharing meals with an Indian friend, or they may enjoy playing bocci which they learned from an Italian friend, or making origami that their Japanese friend had taught them. Emphasize that when the characters in the story turned a little green, they were enriched by the culture of their friend yet they maintained their own cultural identity.
- Discuss the reasons their parents might not have recognized them. Explain that sometimes children have different experiences than their parents and may adopt different cultural practices or develop a different cultural awareness. Sometimes children can teach their parents about appreciating and valuing differences!
- Have the children complete a Venn diagram to represent the sharing of culture between themselves and a friend. Alternatively, this activity can be used to illustrate the cultural influences from different places a child has lived or the different cultures of their parents to reflect their multicultural identity. As children see the diversity in their backgrounds, they can gain a greater appreciation of the diversity in the lives of others and in our world.
- Provide opportunities for your students to share aspects of their family culture or cultures with the class. This can be through a Cultural Sharing Day where children bring a snack to share from their cultural background, bring in music, teach the class how to do an art project, or read a poem or story that reflects their cultural background. You and your class can add your own ideas!

## Suggested Follow-up Activities

- Celebrate an International Day in your class or school community. Ask the children and their families to bring a dish from their cultural background to share. Include music and dance. Encourage the children to dress in a way that reflects their cultural or multicultural selves. For example, for a child from Ghana and the United States, African kente cloth and a baseball cap may be most authentic!
- Plan an International Games Day where students teach each other a game that is popular in their family or country.
- Discuss the process of transition and explain that through the process of adapting to another culture we all “change color” a bit as we are influenced by the cross-cultural experiences we have.
- Children can further explore the ways the cultural differences in their friendships enrich their lives. Discuss the things they have learned and enjoyed as a result of these relationships, and the things they have taught others about their cultural heritage.

From: *New Kid in School: Using Literature to Help Children in Transition* (2003).

*A New Home for Tiger*  
by Joan Stimson

**Synopsis**

Tiger and his mum are moving house! At first Tiger is eager to move, yet when they arrive at their new home everything is unfamiliar. Tiger longs to “go home” and when he does, he finds that the old home is now just an empty house. He begins to realize that “home” can mean many different things.

**Objectives**

1. To provide students with the opportunity to explore the concept of “home” and discover what “home” means to them.
2. To provide students with the opportunity to share their memories of the past home or homes they have lived in which have been a part of their lives.

**Activities Before Reading**

- Have your students sit in a circle. Ask them to think about the time their parents first told them they were moving to a new home in a new neighborhood, city, state, or country. What was their reaction? How did they feel? Give each child an opportunity to share with the class. If any of your students have moved more than once, invite them to share what they remember of each move. Explain that in this story Tiger learns that he is moving to a new home.

**Activities After Reading**

- Discuss the following questions with your students. How did Tiger feel about moving to the new home at first? How did he feel once he moved there? (He was excited at first, then felt homesick, grumpy, sad, unhappy, and confused as he wasn't sure where he was.) Explain that it is natural to have many different feelings when you leave a place that was loved and familiar. You might feel both excited and sad.
- Why do you think Tiger stopped to take a last look at the old house, and why do you think he walked slowly to the new one? Ask the students what they think Tiger was thinking about? Possible responses might be, he was going to miss his old home, might have been remembering the good times he had there and might have been worrying about what his new home would be like. Explain that we all have special memories of places we have lived.
- Children are often told they are moving but don't always understand the reasons why. Understanding the reasons for a move can make it easier to accept. his story provides an opportunity to explore the reasons families move. Ask, “Why might Tiger and his mother have moved?” Possible answers might be it was a nicer location across the lake, there was better hunting for food, they would live nearer their lion friends etc.

- Ask, “What are some of the reasons people move?” Answers could include a better quality of life, a nicer house, to experience a new place, a parent’s job transfer or job opportunity, etc.  
Point out that these may be some of the reasons you and your family have moved. (It is important to be aware that some children may have moved due to a natural disaster or to escape a dangerous political situation, and they may have painful memories.)
- When Tiger went back to his old home, why didn’t it feel right? Tiger says, “There’s no home left in our old house. Because it’s all moved here!” Discuss this with your students. Ask, “What do you think he means?”  
Explore the concept of “home”. What is home? Is home a place? A feeling? Both? “What makes a place feel like home?” What is the difference between a house and a home? Answers may include having your things around you, people you love, what is familiar, feeling like you belong etc. What made Tiger’s new home finally feel like “home” again? (It took time to get used to his new surroundings, and he realized home was more than a place.) When Tiger splashed in the lake with his new friends and invited them to his house for dinner, he began making new memories in his new home. Ask your students who have moved, “What are some of the memories you’ve made in your new home?”

### **Suggested Follow-up Activities**

- Have your students write, illustrate and publish patterned books entitled, Home is... Encourage them to think about the special memories they have of “home.” For example:  
Home is... being with my family.  
Home is... the smell of tortillas frying in the kitchen.  
Home is... hearing my father’s laughter.  
Home is... cuddling with my mom before bed.  
Home is... listening to stories in my village.
- Ask your students to bring in a photograph of their old home and one of their new home. Explain again that when Tiger splashed in the lake with his new friends and invited them to his house for dinner, he began making new memories in his new home. Have them create a photo essay. Glue each photograph to one side of a page and have the students write or draw pictures of the special memories they have from both places, ones they have from their past home and ones they are creating in their current home. Establish that there are special memories to be made in the new home as well.
- Ask the students to draw a simple blueprint of their last house. Have them draw their favorite object in each room that made the house a home, like a teddy bear in their bedroom, the rocking chair in the hallway, a photograph of their grandparents on the wall, etc. Have students draw a blueprint of their present home and show where their favorite objects are in this house. Talk about how those same things can move with them to help make the new house feel like home. (Non-mobile children can draw a blueprint of their present home.)

From: *New Kid in School: Using Literature to Help Children in Transition (2003)*.

## **SAMPLE ACTIVITIES CAN BE ADAPTED FOR ALL AGES**

### ***Of Many Lands: Journal of a Traveling Childhood* by Sara Mansfield Taber**

Sara Mansfield Taber was raised in several countries. As a child she lived in Japan, Taiwan, The Netherlands, East Malaysia, Vietnam, Germany and the United States of America. Recognising both the riches and difficulties of an internationally mobile childhood, she writes beautifully and sensitively about her experiences growing up in a Foreign Service family. Her journal is very evocative and moving. As she writes about her places, family, friends, schools, home country and herself, the reader is invited to do the same; to reflect on and record his or her own thoughts, feelings, images, experiences, values and memories using words or drawings.

#### **Objectives**

To provide opportunities for students to connect with their own experiences and gain a stronger sense of themselves.

To encourage students to honour and explore their unique transition experiences.

#### **Activities**

The possibilities for use in the classroom are endless!

- Use these journal entries to generate discussion or focus writing about transition issues.
- Link the use of journal entries with themes you are studying such as love, beauty, friendship home, family, and identity.
- As you look for ways to integrate transition education into the curriculum, consider teaching skills through activities and materials that relate to the experiences of your internationally mobile students. For example, use Sara's entries about people and places to invite students to recall the special people and places in their lives. Use their memories as the basis for descriptive writing, memoir or character pieces.
- Many of these entries lend themselves to mini-lessons for writing workshops.
- Have students actually create their own or class Trunk of Jewels. (See journal)

Making natural connections to transition issues as part of a class discussion, a study of literature, history, art, etc, or choosing transition related materials when possible to support your teaching objectives has great value. It shows students that you see transition issues as important which in turn helps them to acknowledge the significance of their experiences. The threads of transition education can naturally be woven through areas of the curriculum without taking the focus away from your main themes or topics.

#### **Transition Education Links**

This journal is an outstanding resource for any transition education programme. Sara's thoughts, feelings and experiences provide a rich basis for discussion and an opportunity to honour one's own experiences and feelings. There are journal entries to generate discussion or focus writing on topics such as grief, home, friends, places, goodbyes, re-entry, strengths/skills learned, benefits and challenges, etc. This book can be adapted for use with all ages.

**SAMPLE PROJECT FOR  
MIDDLE AND HIGH SCHOOL**

***The Journey is the Destination*  
*The Journals of Dan Eldon*  
Edited by Kathy Eldon**

The publication of Dan Eldon's journals is a celebration of and testimony to an extraordinary life lived by an extraordinary individual. Dan, a global nomad and dual national, was born in London and grew up in Nairobi, attending a British prep school until age eleven and then the International School of Kenya. He then traveled extensively throughout the world, lived a wide range of experiences and eventually become a well-respected photojournalist for Reuters. Dan's compassion and caring led him to undertake many humanitarian causes raising money and donating time, talent and energy to aid others in Africa, a place he clearly loved. In 1993, Dan was killed by an angry crowd in Somalia reacting to a UN bombing.

Dan created seventeen collage journals throughout his life that artistically represent the unique life he led. In them, he included drawings, maps, words, clippings, photographs, beads and feathers among many other artefacts. This book is a compilation of Dan's journals and reflects his amazing life story.

**Objectives**

To provide students with the opportunity to honour their unique life experiences in a creative and meaningful way.

To provide the opportunity for students to reflect on experiences that have helped shape their interests and what they care most about.

**Activities**

Share the story of Dan Eldon with your students. Use the journal to look at the different ways he expressed himself. You could have partners choose a page to examine and share with the rest of the class. Be selective with middle school students as the journal contains some mature material.

This book provides an excellent basis for a multimedia project in which students create their own collage journal to tell their unique life story or focus on a particularly meaningful time in their life. Introduce the idea.

Have students reflect on their own life journey thus far. Question: What are the most significant events that come to mind? What feelings are associated with them? How have their experiences shaped their interests and what they are passionate about? Encourage them to consider the little things as well as big ones that hold meaning for them. Have them share with a partner, or write or sketch their responses in a notebook. Ask them to think about objects, words, poetry, etc they might include in a collage journal of their own that would tell about or represent the texture of their lives. Again, they can sketch, write about or list ideas that come to mind in a notebook.

Have students include a written introduction for their journal. When sharing the completed journals have them consider the threads of their internationally mobile experiences which are sure to be interwoven. Have them look for expressions of cultural identity, friendship, grief and loss, evidence of skills learned and experiences they have had.

**Transition Education Links**

This project provides students with an excellent opportunity to reflect on and document their own life story in a very personal and meaningful way. It would naturally incorporate the threads of an internationally mobile life. NB While the journal is very inspiring be selective with middle school students as some of the material is mature.

## Suggested Activity Ideas

These activities can be integrated into your core curriculum or provide a greater international dimension to your existing programme. Provide your students with opportunities to develop, and apply or practice the knowledge and understanding, skills, attitudes and values identified in the components for developing transition education and international-mindedness.

### Exploring Culture and Cultural Identity

Using a range of children's literature and cultural images available to initiate a discussion about culture, what is and how it is learned.

- Have your students learn about and depict the personal and cultural identity of a classmate. As a class, develop the questions to ask to learn more about the other person's personal and cultural identity such as what celebrations, languages spoken, nationalities, traditions, beliefs, values and rituals are important to the person and are part of his or her life.

Have each student interview a classmate to gather information. Then have each student plan an art project to represent the person's personal and cultural identity. This might be a mural, painting, sculpture, model, diorama, mobile etc. Once the plan is complete, have each student confer with his or her partner to make sure he or she has understood the other person accurately and correct any misunderstandings if necessary.

Have each student introduce his or her partner through describing his or her personal and cultural identity. Create a gallery and have a gallery walk as a class so the children can learn more about the personal and cultural identities of their classmates.

- Explore what culture is and using *The Map Book* by Sara Fanelli, have students create a map of their personal and cultural selves!
- As you explore different themes in history, begin with a discussion of what history is and establish that individuals, buildings and schools, and places have a history as well as countries and cultural groups. Have students create a personal time line, which could include photographs from their home country or other places they have lived, highlighting important events in their lives and share them with the rest of the class.
- Your students can create a cultural collage or collage journal including drawings, photographs, tickets, etc that represent their cultural or multicultural selves.
- Based on the book, *Seedfolks*, create a cultural garden in your classroom or school. (See *New Kid in School: Using Literature to Help Children in Transition*)

## Suggested Literature Resources for Transition Education

There is a wealth of excellent children's literature available that easily lends itself to addressing transition issues and integrating transition education into the curriculum. Picture books have far reaching appeal and can be used across all grade levels. These are a few titles that I think are particularly useful. Consider using them to generate discussion with middle and high school students, and have older students share them with primary school 'buddies'.

### Picture Books

Aliki (1998) *Painted Words and Spoken Memories*, New York: Greenwillow Books.  
**(new country, customs and language, saying goodbye, cross-cultural skills, empathy)**

Asch, Frank (1986) *Goodbye House*, New York: Aladdin Paperbacks.  
**(saying goodbye to a place, memories)**

Fanelli, Sara (1995) *My Map Book*, Hong Kong: HarperCollins.  
**(map of multicultural self)**

Hennessy, B G (2005) *Because of You*, Cambridge, MA: Candlewick Press.  
**(making a difference, learning from and teaching each other)**

Lionni, Leo (1959) *little blue and little yellow*, New York: Mulberry Books.  
**(cultural influences, cultural identity)**

McLaughlin, Patricia (1995) *What You Know First*, USA: HarperCollins.  
**(feelings about moving, childhood memories, saying goodbye to a place)**

Rylant, Cynthia (1982) *When I Was Young in the Mountains*, New York: Penguin Books USA Inc.  
**(cultural differences, childhood memories)**

Say, Allen (1993) *Grandfather's Journey*. New York: Houghton Mifflin.  
**( cultural identity, moving back)**

Sharmat, Marjorie W (1980) *Gila Monsters Meet You at the Airport*, New York: Aladdin Paperbacks.  
**(misconceptions children have about moving, process of transition)**

Stimson, Joan (1996) *A New Home for Tiger*, London: Scholastic Children's Books.  
**('home', process of transition)**



Viorst, Judith (1995) *Alexander, Who's Not (Do you hear me? I mean it!) Going to Move*, New York: Aladdin Paperbacks.

**(feelings about moving, saying goodbye)**

Waber, Bernard (1988) *Ira Says Good-bye*, Boston: Houghton Mifflin, Co.

**(staying behind, saying goodbye, disengagement, grief and loss, friendship, conflict resolution)**

Williams, Karen L (1991) *When Africa Was Home*, New York: Orchard Books.

**(when 'home' is other than your passport country, re-entry)**

### **Other Useful Books for Primary, Middle and High School (PMH)**

Achebe, Chinue (1960) *No Longer at Ease*, Oxford, UK: Heinemann Educational Publishers.

**(re-entry, cultural identity) H**

Creech, Sharon (1998) *Bloomability*, New York, NY: HarperCollins.

**(international school experience, TCK experiences) PM**

Eldon, Karen (Ed) (1997) *The Journey is the Destination: The Journals of Dan Eldon*, San Francisco, CA: Chronicle Books.

**(document one's personal history, celebrate unique life and TCK experiences) MH**

Fleischman, Paul (1997) *Seedfolks*, New York: HarperCollins.

**(multicultural garden) PM**

Nye, Naomi Shihab (1992) *This Same Sky: A Collection of Poems from Around the World*, New York, NY: Aladdin Paperbacks.

**(multicultural poetry, 'home', memories) MH**

Seaman, Paul (1998) *Paper Airplanes in the Himalayas: The Unfinished Path Home*, Notre Dame, IN, USA: Cross Cultural Publications.

**(TCK autobiography) H**

Taber, Sara Mansfield (1997) *Of Many Lands: Journal of a Traveling Childhood*, Washington DC: Foreign Service Youth Foundation.

**(celebrates internationally mobile childhood, all areas of transition education) PMH**

Zemser, Amy B (1998) *Beyond the Mango Tree*, New York: Greenwillow Books.

**(TCK fiction, author is a TCK who lived in Liberia) PM**

## Recommended Reading Related to Transition

Eidse, Faith and Sichel, Nina edited by (2004) *Uprooted Childhoods: Memoirs of Growing Up Global*, Boston: Nicholas Brealey Publishing, Inc.

McCluskey, Karen C (1994) *Notes From a Traveling Childhood: Readings for Internationally Mobile Parents and Children*, Washington, DC: Foreign Service Youth Foundation.

Rader, Debra and Sittig, Linda Harris (2003) *New Kid in School: Using Literature to Help Children in Transition*, New York: Teachers College Press.

Pollock, David and Van Reken, Ruth (1999, 2001, 2009) *The Third Culture Kid Experience: Growing Up Among Worlds*, Boston: Nicholas Brealey Publishing, Inc.

Smith, Carolyn (1991) *Absentee American: Repatriates' Perspectives on America*, New York: Alethia Publications.

Smith, Carolyn (1996) *Strangers at Home: Essays on the Effects of Living Overseas and Coming "Home" to a Strange Land*, New York: Alethia Publications.

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Tavanger, Homa Sabet (2009) *Growing Up Global: Raising Children to Be At Home in the World*, New York: Ballantine Books.

### Useful Websites

[www.transition-dynamics.com](http://www.transition-dynamics.com)

[www.globalnomads-dc.org](http://www.globalnomads-dc.org).

<http://www.interactionintl.org>

<http://tckacademy.com/class/001/handoutanswers001.pdf>

<http://tckid.wordpress.com/>

[www.asiasociety.org](http://www.asiasociety.org)

### Recommended Articles

Third Culture Kids

<http://www.telegraph.co.uk/education/expateducation/6545869/Third-culture-kids.html>

The Struggle of the Global Placeless

<http://www.nytimes.com/2010/03/27/us/27iht-currents.html>