

*“Some cultures have pioneered in the law, others in medicine, others in science or politics. But dating back to the Paleolithic Era, every culture in the world, has produced art — often art that speaks across time and across national boundaries. Cave art from many thousands of years ago merits as much space in a museum as impressionist or expressionist art of the last two centuries. I propose that we take advantage of this universal language to launch and seek to effect a truly global education.”*

Howard Gardner. “The Arts as Entry Point to Global Education.”  
*Children’s Global Competence Education Virtual Summit 2020*

# ***From the Local Stage to the Global Platform***

**Jo Beth Gonzalez**

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**& Dhia SANOGO**

# GLOBAL COMPETENCE SKILLS:

**Investigate the World**

**Recognize Perspectives**

**Communicate Ideas**

**Take Action**

# In this Session:

## 10 min:

- Describe the foundations for a cross-cultural theatre project that helped our students exercise the four Global Competence skills

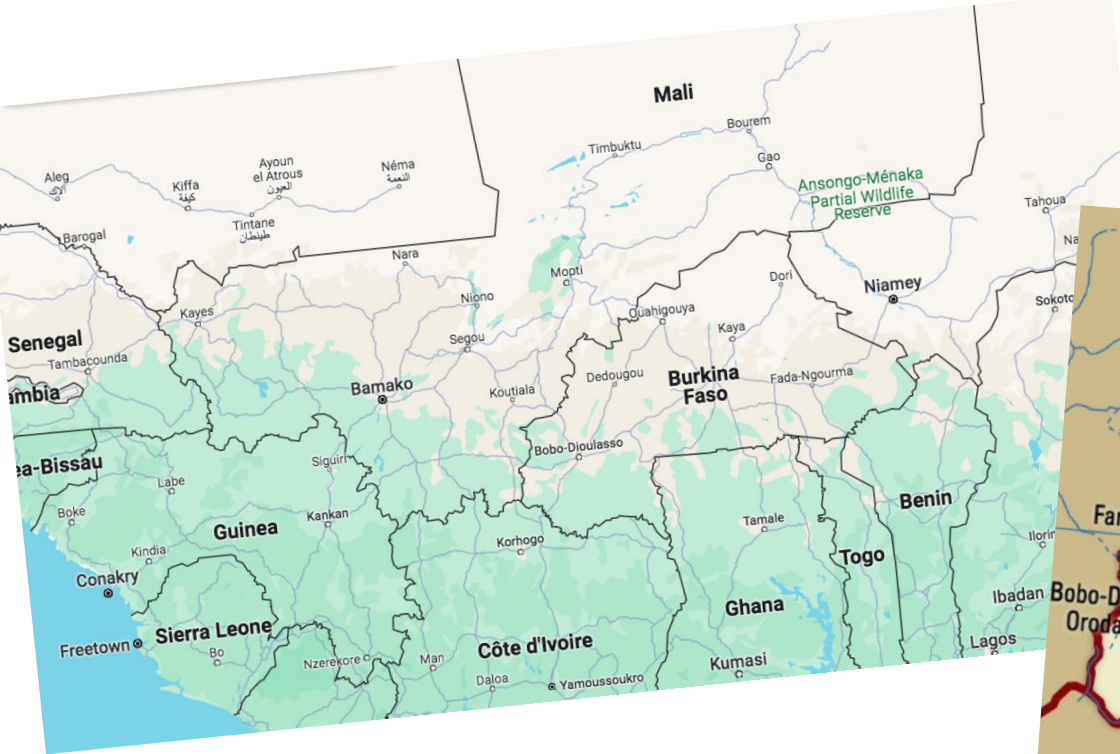
## 20 Min:

- Describe the project & student insights

## 45 Min:

- Engage participants in brainstorming ideas for your programs; share out; Q & A

# About Dhia's school in Burkina Faso







# Example of an end-of-school-year celebration that included dance

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## 5 Project Goals of Our Project *Cultural Exchange Through High School Theatre:*

- 1) To connect teens from Nagreongo Departmental High School in Burkina Faso with teens from Bowling Green, OH through theatre.



**2) To bring Dhia Sanogo to Bowling Green to introduce Burkinabe culture to students and community members, and to participate in the refining and staging of the original play.**



3) To present the original play for students and community members in Bowling Green and show via video at Nagreongo Departmental High School.

4) To explore issues of equity and gender that pertain to both countries.



**5) To give Dhia ideas, gained through interaction and observation of theatre work in Bowling Green, and to share with colleagues and students at Nagreongo Departmental High School.**



Student playwrights decided to integrate the folktales into a story of space aliens who study “earthlings,” and in which telling stories is part of the experiment.



**The aliens  
abduct two humans  
from Burkina Faso  
and two humans  
from  
Bowling Green, OH.**



# Folktales & Themes from Burkina Faso

1. “The Dance of the Wild Animals”  
*Having a strong mind is useful*



## 2. “The Children and Their Aunt”

Story used to teach children to count backwards from 10.





## “The World Turns, The World Changes”

Life takes unexpected turns; the script related the seismic shifts in the careers of Dolly Parton and her former manager Porter Wagoner, in which Parton catapulted to mega-stardom and Wagoner died bankrupt.



1) "If you believe in yourself, you can succeed."



*Big Dreams & Faded Jeans*



2) "Ideas are more important than money."



## *The Coat of Many Colors*



3) "Honesty and transparency are necessary for effective leadership."



*Don't Make Me Have To Come Down There*



# GLOBAL TOPICS THAT RAN THROUGHOUT THE SCRIPT

- **Literacy Rate**
- **Arts Education**
- **Gender Equality**

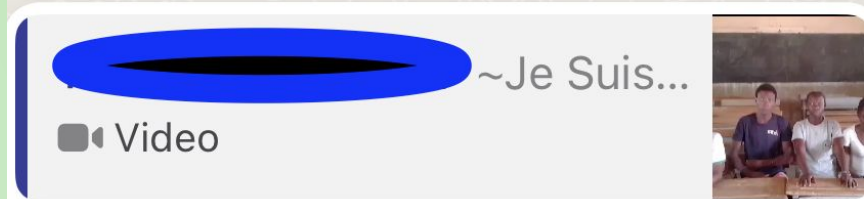


## U.S. Students Learned About:

- Daily life in Burkina Faso
- Socio-cultural burdens women still face
- Simplicity of classrooms & high numbers of students
- Food, music, sports, festivals of Burkina Faso
- As speakers of English, they have great privilege



# Burkinabé teens practiced leadership while Dhia was in the United States!



Ohhhh leadership is coming UP.  
They have decided to make this  
video on their own.

12:42 PM



# Challenges Encountered

- **Timely processing of VISA:**  
**Required intervention by U.S. Embassy contact in Burkina**





- **Cost-prohibitive mailing of Authentic Faso dan Fani Fabric for costumes.**

**\$400!**

***Dhia packed the fabric in her luggage, instead.***

Hope the costume team will have enough time to sew the costumes.

4:56 AM



This loincloth will be used as a scarf on her head. She will be very beautiful.

5:08 AM



- Air France Cancelled Dhia's flight due to political unrest.

## Ethiopian Air to the rescue.

**DELTA** OUA - DTW Round Trip Oct 26-Nov 10 1 Passenger MODIFY SIGN UP LOG IN

Book Better. Fly Better.

### Trip Summary

**SKY PRIORITY**

Outbound	DL8412 <sup>1</sup> , DL8671 <sup>1</sup> , DL17	THU, OCT 26	FRI, OCT 27 7:50pm - 4:35pm	3 stops, 24h 45m Premium Select
Change Flight	OUA • DTW			
Return	DL2889, DL224, DL8412 <sup>1</sup>	FRI, NOV 10	SAT, NOV 11 4:45pm - 6:00pm	2 stops, 20h 15m Premium Select
Change Flight	DTW • OUA			

Changeable / Nonrefundable

**Trip Total** 1 Passenger  
Flights XOF2,019,600  
Taxes, Fees & Charges XOF145,000  
Amount Due XOF2,164,600 XOF

26 OCT 2023 ▶ 12 NOV 2023 TRIP TO DETROIT METRO, MI

PREPARED FOR MS DHIA OROKYA LYDIE SANOGO

RESERVATION CODE FCALCO  
AIRLINE RESERVATION CODE CEG1KY (UA)

**Ethiopian** የኢትዮጵያ ገመገመት አየርላይንስ  
A STAR ALLIANCE MEMBER

DEPARTURE: THURSDAY 26 OCT departure Please verify flight times prior to departure

<b>ETHIOPIAN AIRLINES</b> <b>ET 0932</b>	OUA OUAGADOUGOU, BURKINA FASO	ADD ADDIS ABABA, ETHIOPIA	Aircraft: BOEING 787-8 JET Distance (in Miles): 2748 Meals: Lunch
Duration: 6hr(s) 0min(s) Cabin: Economy / Q Status: Confirmed	Departing At: 11:40am Terminal: Not Available	Arriving At: 8:40pm Terminal: TERMINAL 2	



- **Dhia's follow-through with students interrupted by student strike.**



**Identify the “Collective Mindset” of the community in which you teach.**

- Profile: demographics, industries, quality of schools,  
location, etc/**
- Shared Outlook: factors that influence the cultural ideology of the community**



# Brainstorm in Breakout Groups

## OBJECTIVE:

With those in your group, imagine a theatre project that your U.S. teens could collaborate on with teens in a community from a developing nation.



# Consider one or more of these big ideas as you invent:

- How would your project help teens from a developing country create theatre projects with U.S. drama teachers and students, in presence or remotely?
- What benefits to teens here and abroad would your project offer?
- What costs - tangible and intangible – would be associated with implementing your project?
- How might teachers find potential collaborators in their own communities to support this cross-cultural projects?
- How might your project intensify teens' quest for understanding themselves, their own communities, and their intercultural partners?
- How might your global-oriented theatre collaborations spark self-agency?



## Be sure to do these as you invent:

- Identify the developing nation as a partner in the collaboration
- Think of themes that the project could explore
- Brainstorm approaches to drafting a script and/or crafting a theatre performance piece
- Discuss strategies for connecting teens from both countries with one another in the process



**U.S. Department of State Programs that partner U.S. educators with teachers worldwide:**

**Fulbright Distinguished Awards in Teaching Research Program**

**Fulbright Teachers for Global Classrooms Program**

**Fulbright Leaders for Global Schools**

**Fulbright Distinguished Awards in Teaching Short-Term Program**

**[https://www.fulbrightteacherexchanges.org/programs/  
#us](https://www.fulbrightteacherexchanges.org/programs/#us)**



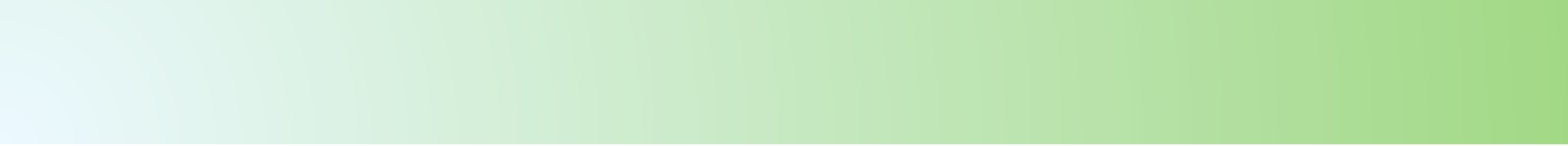














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