

DOMAIN 1

vision, mission, culture, and environment



From the Global Learning in Afterschool Self-Assessment Tool:

“A program that successfully builds global competence in youth has articulated a clear global learning mission, vision, and set of goals. The program infuses these global goals throughout the program’s policies and practices; they are not isolated in any one area. The program has an environment and culture that encourages positive interactions among peers and adults of all backgrounds, embraces multiple perspectives, and fosters mutual respect between diverse groups represented in the community and beyond.”

In order to effectively help young people build global competence, it is crucial to create an environment that supports global learning in your program. Doing one or several globally focused activities is a start, but ultimately the best way to make global learning meaningful is to make it a broader part of your program’s mission and culture. One important step is to develop a mission statement and articulate a vision for the program wherein global competence is a clear priority. This toolkit contains tools that help program directors move staff toward understanding why global competence is important, how to become a global learning role model for youth participants, and how to make global learning a part of everyday program rituals and routines.

RESOURCE

how to create a program mission statement that incorporates global learning

Creating a mission statement for your program is a powerful way to communicate to program stakeholders (including staff, school leadership, partners, program participants and their families, funders, and others) about the purpose and value of your program. Having a written mission statement gives the program a sense of identity and can provide a focal point for staff to help them understand the goals your program is working toward. It can also help serve as a metric for decision-making about whether outside resources and partners serve the program's greater mission or not.

While creating global learning opportunities for students within the program is important, incorporating global competence into your mission statement sends a powerful message to all stakeholders and lays the foundation to help staff, participants, and others more fully embrace global learning. If your program or organization has an existing mission statement, review it and try to identify ways that you might adapt it to reflect global competence as a priority.

If your program does not yet have a written mission statement, work with staff to create one. You might also consider involving other stakeholders (including youth participants, families, and/or partners) in this process. It is important to involve staff to foster their sense of ownership over the program and to communicate that their ideas and contributions are valuable. Gather staff together and ask them to brainstorm answers to questions such as:

- Why do we believe global competence is important for our youth? What underlying beliefs/values do we hold that motivate us to do what we do?
- What are we trying to do? What change do we want to see in youth who attend our program?
- What do we provide to help students reach these goals?
- How do we help young people achieve global competence?

Once you have a good collection of answers, try to narrow them down to the things that most concisely express the mission of your program. Your final mission statement might follow a format like this one:

The mission of [our program] is to [meet x, y, z needs of youth]. We do this by [list what your program does/provides to meet those needs]. We believe that [state the beliefs and/or values that are at the heart of your program's work].

A globalized afterschool program mission statement might read something like this:

The mission of the Afterschool Program at ABC School is to support youth in becoming lifelong learners, leaders in their communities, and effective global citizens. We do this by providing academic and cultural enrichment opportunities and by providing youth with opportunities to investigate the world around them and build the skills they need to be successful in school, life, and work in the 21st century. We believe that all young people possess the ability to make a strong, positive impact on their peers, communities, and the world around them.

RESOURCE

sample text for staff manual: expectations for staff as global learning role models

Once you've created a mission statement that reflects global learning as a priority, it's important to clearly communicate your expectations of staff about their role as global learning leaders. In order to effectively promote global competence among program participants, youth workers must work toward building their own global competence. It is not necessary for staff to be experts on a variety of countries or global topics before beginning to infuse global learning into programming. Rather, staff should be given clear expectations about serving as role models for global learning and should demonstrate openness to becoming more globally competent alongside program participants.

One helpful way to communicate these expectations is to incorporate them into your staff manual. Providing a clear description in writing helps staff understand exactly what is expected of them and can make the goal of becoming a global learning facilitator feel much more attainable.

Below is some sample text you might adapt/include in your staff manual. Note that this section of a staff manual would also include general requirements and responsibilities that staff are expected to uphold (such as those pertaining to health and safety, collecting and reporting attendance, communication with parents, etc.). The sample below is intended to supplement the program's existing manual by providing clear expectations for staff that specifically pertain to global learning.

PRIMARY GOALS AND RESPONSIBILITIES OF STAFF:

All program staff are expected to:

- Demonstrate a willingness to engage in global learning experiences.
- Demonstrate respect for and sensitivity to the diversity of all program participants and their families, staff, and other program partners/stakeholders.
- Be receptive to the ideas and opinions of others and be willing to revise and expand their own views.
- Make an effort to learn and communicate in languages other than their own native language(s).
- Have the capacity to integrate global content, issues, and perspectives into their lesson/activity plans.
- Engage in inquiry about the world around them outside the program for their own personal benefit and enrichment and to serve as effective global learning role models for program participants.

CASE STUDY EXAMPLE

global kids, new york, NY

Global Kids' mission is to educate and inspire urban youth to become successful students, global citizens, and community leaders by engaging them in socially dynamic, content-rich learning experiences. To address this mission, Global Kids offers a number of globally oriented education programs to youth during the school day, after school, and during the summer—both at school sites across New York City and at the Global Kids' center in Manhattan. Their core program, the Power of Citizenry Leadership Program, like all of Global Kids' programs, fuses leadership development with global education and civic engagement.

The Global Kids' curriculum is designed as a series of 1.5- to 2-hour workshops, each focused on a global issue. The workshops incorporate active learning in the form of small-group work, games, role-playing, and using media and technology to bring issues to life. The goal is to engage youth participants in interactive activities and ensure they are actively sharing knowledge about, discussing, and debating the issues at hand. Although workshops are the core components of Global Kids' work, field trips, guest speakers, and other elements are also incorporated to help youth engage with critical issues. Youth across all programs are required to develop and implement substantive peer education projects—from workshops, to movie screenings and discussions, to mini-conferences and educational theater pieces—as well as social action or service projects.

In addition to weekly leadership workshops for all participants, Global Kids runs a variety of programs that are connected to their global mission:

- **Human Rights Activist Project**—Youth organize peer education and public awareness campaigns on human rights issues.
- **Undesirable Elements with Ping Chong & Company**—A performance theater ensemble helps youth tie their personal history to global issues through an arts approach using music, dance, and spoken word.
- **Online Leadership Program**—This pioneering program engages youth in the use and production of digital media—including virtual worlds, blogs, podcasts, multimedia presentations, machinima (filmmaking within a 3-D virtual environment), videos, and other media—as a vehicle to build digital literacy, foster substantive online dialogue, and promote civic participation.
- **The Global Kids Annual Conference**—This all-day event is planned and executed by Global Kids youth, who select the conference theme, choose plenary guest speakers, create performances, and work with Global Kids staff to develop and conduct interactive workshops for their peers. Each year, the conference educates more than 600 youth, educators, and others about topics such as politics, environmental sustainability, and global conflict.

All Global Kids' curricula are developed in-house by program staff each year and

draw upon the extensive body of knowledge and materials Global Kids has developed over the past 20 years. Staff members first look to the core learning outcomes and competencies, which include content, skills, and experiences. Based on these, and taking into account youth input on what they want to learn, Global Kids staff map out a series of themes for the year and divide these up according to individuals' expertise and interest. Once a curriculum is developed for that theme, it is shared with other sites so that staff do not have to constantly create new curricula. Global Kids also allows for flexibility in case a global issue comes up during the year that staff and students want to address.

Global Kids believes that it is important to have a presence during the school day at every site. In some cases, staff collaborate with teachers to provide in-classroom sessions during school hours, or assist with goal setting and student engagement. For example, they may work with a department to integrate global issues and current events into what students are learning as part of social studies, global history, government, or health classes. Other times Global Kids helps implement school-wide events and programs. Global Kids staff frequently help to implement school-wide activities such as youth-led conferences, career days, awareness days, and more. Global Kids employees are often members of school leadership teams and student-personnel support teams at the schools in which they work, and are seen as integral partners rather than providers of drop-in services.

TIME: 45 minutes
OBJECTIVES <ul style="list-style-type: none"> • Help staff understand their role as global learning role models for young people • Help staff identify the ways in which they are already prepared to serve as global learning role models for youth • Help staff identify what might be challenging for them about playing this role and find strategies for addressing those challenges
MATERIALS <ul style="list-style-type: none"> • “Characteristics of a Globally Competent Youth Worker” handout • “The Role of Afterschool Staff in Facilitating Global Learning” handout • Pens • Chart paper • Markers

STAFF MEETING AGENDA 1: becoming a global learning role model for youth

agenda:

STEP 1: (5 MIN)

Begin by explaining to staff that in order to help young people become globally competent, staff need to serve as global learning role models. Young people observe staff and have a tendency to follow the example that staff set. If staff communicate through their actions that global competence is important, young people will more readily “buy in” and embrace the habits and behaviors of global learners. There are steps staff can take to become global learning role models for youth, but they are not expected to do this all on their own. The program can and should support staff by providing resources, access to information, and opportunities for professional development related to global learning and global competence.

STEP 2: (15 MIN)

Distribute the handout “Characteristics of a Globally Competent Youth Worker” provided below. Explain to staff that this handout contains a list of characteristics that staff should be working toward in order to be effective leaders and facilitators of global learning with young people. Ask each person to read the handout and put a check mark by the characteristics they feel they already possess, and then circle the characteristics they feel they would most like to work on developing. Give staff about 5 minutes to do this. Then, give a few volunteers the chance to share their responses with the group. Reiterate that staff are not expected to come to the table already possessing all of these characteristics. Rather, these are an end goal to work toward.

Ask staff to share their ideas about what they need and what steps they can take to help them develop these characteristics. Explain that there are things staff can do on their own but that the program can also provide support. For instance, several staff members might say they want to work on the characteristic “are familiar with a variety of world cultures, along with associated music, art, literature and trends.” Staff can work toward this on their own by reading literature from around the world or learning about different types of world music. The program can provide curricular resources or training opportunities for staff that support their learning about world cultures.

STEP 3: (15 MIN)

Ask the group: What might be challenging about being a global learning role model for young people? Write their responses on a sheet of chart paper. Encourage staff to be very honest about any concerns or fears they have about playing this role. Elicit things such as “staff might feel like they don’t know much about geography, world issues, or foreign languages,” or “being a global learning role model means challenging yourself to confront your own biases and assumptions.”

Validate that it is common for staff to feel intimidated when delving into new material. Global competence is such a broad goal that it can feel especially overwhelming for staff that have never focused on this type of approach before. Remind the group that staff don’t need to know everything about the world in order to facilitate global learning with young people. Being a global learning role model means being willing

becoming a global learning role model for youth *(continued)*

to learn along with the group. It means setting a good example and modeling openness and curiosity about the world around you so that young people will follow suit.

Briefly review the handout “The Role of Afterschool Staff in Facilitating Global Learning” provided below with the group, emphasizing that while no one is expected to be an expert on all things global, it is important that staff model the kind of behaviors and attitudes they want to see young people develop.

STEP 4: (10 MIN)

Next, tell staff that you are/will soon be working to provide resources and create professional development opportunities that support staff’s role in leading global learning with young people. Tell them that you plan to lead as well as participate in professional development alongside staff.

While the program can go a long way in supporting staff as they work to become global learning role models, there are also habits staff can develop on their own that will enrich their work with young people in this area. Ask each staff person to come up with one positive habit they can develop or goal they can work to achieve throughout the course of the program year. These do not necessarily have to be things that are directly connected to their work in the program. For instance, staff members may give responses like “start learning a new language” or “read the ‘World’ section of *The New York Times* each week.” Encourage them to set a specific timeframe for achieving these things (such as each week, or by next month). Give them about 5 minutes to work, then ask a few volunteers to share their goals with the group.

Wrap up by thanking staff for participating. Make sure to set a date for the next staff meeting and tell staff that you’d like them to report back on their progress toward these goals the next time the group meets.

NEXT STEPS:

Consider designating a time (weekly or monthly) to gather staff together as a group or in smaller sub-groups to report back to you and their colleagues on the progress they are making toward their own global competence goals. Each time the group/sub-groups meet, staff should not only discuss the steps they have taken toward reaching their goals but should also identify ways in which their own personal global learning might benefit the program. For instance, if a staff person is learning a foreign language, he or she might work with colleagues to create a program ritual or routine around his or her newfound knowledge (such as saying “hello” and “goodbye” in that language at arrival/pick-up time).

Work toward creating a professional development plan that meets the needs and interests expressed by staff during the meeting. You may wish to collect written feedback from staff about which characteristics on the handout they feel they need to work toward so that you can provide resources and training that help them develop those qualities.

HANDOUT

characteristics of a globally competent youth worker

In order to effectively promote global competence among program participants, youth workers must work to build global competence within themselves. The items below outline the characteristics of a globally competent youth worker. It should be noted, however, that this list is a goal to work toward, not an expected starting point. It is not necessary for staff to feel confident with all of these characteristics before beginning to infuse global learning into their programs and activities.

Staff can use this checklist to identify the areas in which they feel they are strong already and the areas they'd like to work on. In doing so, staff will increase their own global competence while supporting young people to do the same.

globally competent youth workers:

investigate the world

- ☐ Are intellectually curious about the world around them and demonstrate a commitment to lifelong learning
- ☐ Understand and stay up-to-date on current world events and international issues
- ☐ Are familiar with a variety of world cultures, along with associated music, art, literature and trends
- ☐ Have traveled internationally or are willing to engage in international learning experiences

recognize perspectives

- ☐ Recognize, value, and respect the broad spectrum of ethnicities and cultures in their community
- ☐ Are receptive to others' perspectives, welcome differences of opinion and interpretation, and are able to revise and expand their own views
- ☐ Understand that decisions made locally and nationally have international impact and that international trends and events affect local and national options

communicate ideas

- ☐ Work effectively with people from other cultures, backgrounds, and fields of expertise
- ☐ Understand and use the arts from their own and other cultures to analyze, synthesize, and express their ideas
- ☐ Are proficient in the use of essential technologies and use them to communicate and work across national and regional boundaries
- ☐ Are able and/or willing to learn to communicate in one or more languages other than English

take action

- ☐ Use problem-solving skills to recognize and act on the needs of individual young people, colleagues, and the community
- ☐ Have the capacity to integrate international content, issues, and perspectives into program plans, events, and activities
- ☐ Are committed to behaving ethically toward youth and other members of the community
- ☐ Accept the responsibilities of global citizenship and make ethical decisions and responsible choices that contribute to the development of a more just, peaceful, and sustainable world

HANDOUT

role of afterschool staff in facilitating global learning

- **Maintain a safe space** for global learning by ensuring that youth and staff hold each other accountable for following a set of group guidelines (sometimes called group promises or group norms).
- **Model the kind of communication and behavior** you want to see young people using.
- **Use instructional strategies** that draw upon the diverse cultural assets among participants, families, and communities. Games, art, music, discussions, and peer interviews can help you find out the languages children speak, the international issues they care about, the artistic and cultural things they value, and the stories of their lives.
- **Introduce young people to new countries and cultures**, including those represented in their communities and beyond
- **Present balanced viewpoints** on global issues, and assist young people in viewing issues from multiple perspectives.
- **Help young people make connections** between personal, local, and global contexts. Young people can relate to the urgency of world issues when they understand how people in their communities, or their peers elsewhere, are affected.
- **Use various forms of media, arts, and technology** to design and implement activities to maximize youth engagement.
- **Empower youth to collaborate effectively** with individuals from different backgrounds and/or with different beliefs, and to take action on global issues. Model these kinds of interactions in your own relationships with youth and colleagues.
- **Value the process:** Focus on getting young people to participate in discussions and activities without being overly worried about arriving at the “right” answer to an issue or question.
- **Give young people space to reflect** on their own learning experiences. Even those who are less vocal during activities are absorbing information. Give them a chance to process their learning and reflect their feelings individually by doing reflection writing or journaling on a regular basis.
- **Keep in mind (and remind participants) that no one is an expert**, but that everyone knows something. Everyone has something to contribute to discussions, and having a wide range of opinions and thoughts is an asset.

TIME: 45 minutes
OBJECTIVES <ul style="list-style-type: none"> • Help staff understand the purpose and importance of a program mission statement • Work with staff to create a program mission statement that emphasizes global competence and global learning as priorities within the program
MATERIALS <ul style="list-style-type: none"> • Chart paper • Markers • Blank paper • Pens

STAFF MEETING AGENDA 2:

working with staff to create a global program mission statement

agenda:

STEP 1: (5 MIN)

Begin by explaining to staff that a mission statement is a tool organizations use to clearly and concisely express their purpose and goals. Having a mission statement allows program leaders and staff to effectively communicate with participants, families, and partners about the program's priorities and purpose. A mission statement can also be used to help program leaders and staff identify whether or not resources and/or partnerships are well aligned with the program's goals.

STEP 2: (20 MIN)

Explain that the purpose of today's meeting is to work toward collaboratively developing a mission statement for the program that emphasizes global competence as a priority area of focus. Emphasize the importance of involving staff in this process so that they feel a sense of ownership over and fidelity to the resulting mission statement.

Write each of the following questions across the top of a sheet of chart paper and post the charts around the room with a stack of markers near each:

- Why do we believe global competence is important for our youth? What underlying beliefs/values do we hold that motivate us to do what we do?
- What are we trying to do? What change do we want to see in youth who attend our program?
- What do we provide to help students reach these goals?
- How do we help young people achieve global competence?

Read the questions aloud to staff and explain that you'd like them to walk around the room and write down their responses on each chart. They can write single words or phrases and do not need to write full sentences. Give them about 10 minutes to do this and then review the answers on each chart as a large group. Explain that the answers to these questions provide information that can help us write our mission statement.

STEP 3: (15 MIN)

Post a sheet of chart paper with the following text written on it at the front of the room:

The mission of [our program] is to [meet x, y, z needs of youth]. We do this by [list what your program does/provides to meet those needs]. We believe that [state the beliefs and/or values that are at the heart of your program's work].

working with staff to create a global program mission statement *(continued)*

Tell staff that this text is a formula that can be used to craft a mission statement. Based on the previous brainstorm and discussion, ask each staff member to independently write their own version of a mission statement for your program. Give them about five minutes to do this. When time is up, ask each person to read his or her mission statement aloud to the group. (Note: If staff are uncomfortable with this, as an alternative you can allow them to anonymously submit their responses to you and you can read them aloud to the group.) Discuss some of the similarities and differences between the responses. Make sure to save the charts from the brainstorm and collect the written mission statements so you can reference them as you move forward with writing your program mission statement. (See “Next Steps,” below).

STEP 4: (5 MIN)

Wrap up by thanking staff for participating. Make sure to set a date for the next staff meeting and tell staff that you will continue to seek their input as you work toward finalizing the global program mission statement.

NEXT STEPS:

Draft a mission statement based on the input collected from staff during the meeting. Try to include points on which the majority of staff agreed (such as specific goals for participants or ways the program works to move students toward those goals). Share your draft with staff at the next meeting and ask for their feedback. Does it resonate with everyone or does it still need to be refined?

TIME: 40 minutes
<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Help staff understand the importance of infusing global learning throughout the program and that globalizing everyday rituals and routines can have a large impact on program culture and environment • Help staff identify ways of globalizing their existing rituals
<p>MATERIALS</p> <ul style="list-style-type: none"> • “Infusing Global Learning into Program Rituals and Routines” activity and related materials

STAFF MEETING AGENDA 3: reinforcing global learning through rituals and routines

agenda:

STEP 1: (30 MIN)

Facilitate the activity “Infusing Global Learning into Program Rituals and Routines,” provided below. (Note: This is only Step 1. After completing this activity, proceed to Step 2 below.)

STEP 2: (10 MIN)

Review the examples of rituals and routines that staff presented during Step 1 of the meeting. Ask the group if there were any examples that seem applicable and could be used by all staff in the program. Try to lead staff to identify at least one program ritual or routine that all staff can do with young people, beginning immediately. Avoid rituals that not all staff would have the opportunity to lead. For instance, it may be that not all staff lead groups of students through transition times. It might be best to choose a ritual in a category like “getting the group’s attention” so that all staff will have the opportunity to adopt and practice the ritual.

If you cannot come to consensus and find a ritual that suits all staff, try to identify one new ritual to groups of staff based on their role. For instance, all group leaders will practice a particular global ritual for transition time.

Wrap up by thanking staff for participating. Make sure to set a date for the next staff meeting and tell staff that you’d like them to report back on their progress implementing these globalized rituals and routines the next time the group meets.

NEXT STEPS:

Bring staff to consensus about a global ritual or routine that they will try out for a semester or program cycle. It should be something that requires some preparation (such as counting to five in a foreign language to get the group’s attention). Create a calendar and have staff sign up to prepare that ritual or routine each week. For instance, if your goal is to get participants excited about learning world languages, create a ritual focused on exposing them to a variety of languages. For example, you could work with staff to identify a list of languages spoken by participants, their families, staff, or in the local community. Staff could then take turns leading a ritual where they manage transitions by counting to five in a different foreign language each week or month. Each staff person chooses a week/month to be responsible for learning how to count to five in their assigned language and relaying that information back to their colleagues so they can implement the ritual with young people.

TIME: 30 minutes
TYPE OF ACTIVITY Discussion
ACTIVITY CATEGORY Communication/Facilitation Program Planning
TARGET AUDIENCE Directors/Coordinators, Line Staff
OBJECTIVES <ul style="list-style-type: none"> Participants will understand the importance of infusing global learning across their programs, and that globalizing everyday rituals and routines can have a large impact on program culture and environment. Participants will identify ways to infuse global learning into their programs' daily rituals and routines.
MATERIALS <ul style="list-style-type: none"> Chart paper Markers Charts created during parts I and II of the "Creating an Effective Global Learning Environment" activity "Rituals and Routines as Tools for Global Learning" handout "Characteristics of a Globally Competent Youth Worker" handout "Role of Afterschool Staff in Facilitating Global Learning" handout

ACTIVITY

infusing global learning into program rituals and routines

procedure

NOTE: For this activity to be most effective, first complete the activities "Creating an Effective Global Learning Environment, Parts I and II."

INTRODUCTION

! key point

Remind participants that global learning is most effective when it is not isolated to a single activity or project, but is embedded and reinforced across an entire program, from when young people first walk in to when they leave at the end of the day. Achieving this involves creating and connecting global learning activities as well as globalizing everyday rituals and routines.

Explain that rituals and routines play a big part in creating a safe space after school. Similarly, the way rituals and routines are carried out each day has a large influence on the overall program environment.

ACTIVITY INSTRUCTIONS

Ask the group to define "rituals and routines" and why we use them in afterschool programs. Elicit the idea that rituals and routines are tools that programs use to establish culture, maintain order, and let young people know what to expect.

As a large group, brainstorm some examples of rituals and routines used in participants' programs. Write the responses on chart paper. Responses should be specific things staff do consistently to manage various situations (such as snack time, homework time, dismissal, field trips, special events, getting the group's attention, cleanup, etc.).

Next, briefly review the charts created during the first part of the "Creating an Effective Global Learning Environment" activity and the brainstormed list from the second part of the activity ("When someone walks into a globally focused program they feel ..."). Ask participants to break into pairs. Instruct each pair to pick one of the elements of a global learning environment that they brainstormed, from one of the charts, and create an idea for a ritual or routine they could do with their young people based on that element. Participant pairs should use the handout "Rituals and Routines as Tools for Global Learning" as a guide.

Give participants about 15 minutes to work together. Then, ask for pairs to volunteer to present their ritual or routine to the large group. If possible and if time allows, encourage participants to actually lead their ritual or routine with the group rather than simply presenting it. The audience can pretend to be young people of the appropriate age group, and the pairs can practice leading their ritual or routine as if with the young people in their program.

infusing global learning into program rituals and routines *(continued)*

DEBRIEF

Ask participants to provide a temperature reading for how comfortable they feel about developing an effective global learning environment and facilitating global learning activities at this point. Ask participants to rate their level of comfort with leading global learning activities and discussions on a scale of 1 to 10 (with 1 being the least comfortable, and 10 being the most comfortable). Take a few responses from the group.

NOTE: *You may wish to repeat this check-in to gauge whether participants are becoming more comfortable with the idea of facilitating global learning activities as they practice strategies for creating and maintaining a safe and supportive environment. This information can be useful to you as you continue the training and plan future trainings on global learning.*

CLOSING

! key point

- Explain to participants that these strategies for infusing global learning demonstrate a few ways they can begin to create an effective global learning environment; remind participants that these are not the only ways. Encourage participants to develop their own strategies that build on the content knowledge and expertise they can garner in their community from global connections they already have; their existing facilitation, group management, and youth-engagement skills; and the curiosity, enthusiasm, and leadership of young people in their programs.

rituals and routines as tools for global learning

- Getting the group's attention
- Eating snacks
- Distributing and collecting supplies
- Moving from one activity to another
- Taking field trips or holding special events
- Recognizing participants' achievements

- Example: Snack time**

- Example: Each day, ask students to identify one of the ingredients in that day's snack (such as wheat, soy, sugar, etc.). Ask students to think about the different countries that grow a lot of that ingredient. Ask why they think so. Encourage students to research the question and bring the answer back the next day. Offer a weekly prize for correct guesses.*

- Example: It helps students identify connections between the food they eat and the world around them. It could be used as an introduction to talking about consumption and the environmental impact of food production.*

- Example: Daily snack (already provided by school/program)**

- Example: Knowledge of snack ingredients beforehand; basic information on countries (or states) where these ingredients are frequently grown.*

- Example:** Young people could take turns leading the discussion each day.

HANDOUT

characteristics of a globally competent youth worker

In order to effectively promote global competence among program participants, youth workers must work to build global competence within themselves. The items below outline the characteristics of a globally competent youth worker. It should be noted, however, that this list is a goal to work toward, not an expected starting point. It is not necessary for staff to feel confident with all of these characteristics before beginning to infuse global learning into their programs and activities.

Staff can use this checklist to identify the areas in which they feel they are strong already and the areas they'd like to work on. In doing so, staff will increase their own global competence while supporting young people to do the same.

globally competent youth workers:

investigate the world

- ☐ Are intellectually curious about the world around them and demonstrate a commitment to lifelong learning
- ☐ Understand and stay up-to-date on current world events and international issues
- ☐ Are familiar with a variety of world cultures, along with associated music, art, literature and trends
- ☐ Have traveled internationally or are willing to engage in international learning experiences

recognize perspectives

- ☐ Recognize, value, and respect the broad spectrum of ethnicities and cultures in their community
- ☐ Are receptive to others' perspectives, welcome differences of opinion and interpretation, and are able to revise and expand their own views
- ☐ Understand that decisions made locally and nationally have international impact and that international trends and events affect local and national options

communicate ideas

- ☐ Work effectively with people from other cultures, backgrounds, and fields of expertise
- ☐ Understand and use the arts from their own and other cultures to analyze, synthesize, and express their ideas
- ☐ Are proficient in the use of essential technologies and use them to communicate and work across national and regional boundaries
- ☐ Are able and/or willing to learn to communicate in one or more languages other than English

take action

- ☐ Use problem-solving skills to recognize and act on the needs of individual young people, colleagues, and the community
- ☐ Have the capacity to integrate international content, issues, and perspectives into program plans, events, and activities
- ☐ Are committed to behaving ethically toward youth and other members of the community
- ☐ Accept the responsibilities of global citizenship and make ethical decisions and responsible choices that contribute to the development of a more just, peaceful, and sustainable world

HANDOUT

role of afterschool staff in facilitating global learning

- **Maintain a safe space** for global learning by ensuring that youth and staff hold each other accountable for following a set of group guidelines (sometimes called group promises or group norms).
- **Model the kind of communication and behavior** you want to see young people using.
- **Use instructional strategies** that draw upon the diverse cultural assets among participants, families, and communities. Games, art, music, discussions, and peer interviews can help you find out the languages children speak, the international issues they care about, the artistic and cultural things they value, and the stories of their lives.
- **Introduce young people to new countries and cultures**, including those represented in their communities and beyond
- **Present balanced viewpoints** on global issues, and assist young people in viewing issues from multiple perspectives.
- **Help young people make connections** between personal, local, and global contexts. Young people can relate to the urgency of world issues when they understand how people in their communities, or their peers elsewhere, are affected.
- **Use various forms of media, arts, and technology** to design and implement activities to maximize youth engagement.
- **Empower youth to collaborate effectively** with individuals from different backgrounds and/or with different beliefs, and to take action on global issues. Model these kinds of interactions in your own relationships with youth and colleagues.
- **Value the process:** Focus on getting young people to participate in discussions and activities without being overly worried about arriving at the “right” answer to an issue or question.
- **Give young people space to reflect** on their own learning experiences. Even those who are less vocal during activities are absorbing information. Give them a chance to process their learning and reflect their feelings individually by doing reflection writing or journaling on a regular basis.
- **Keep in mind (and remind participants) that no one is an expert**, but that everyone knows something. Everyone has something to contribute to discussions, and having a wide range of opinions and thoughts is an asset.

TIME: 1 hour 40 minutes

OBJECTIVES

- Move staff toward an understanding of what global competence is and its importance for young people
- Help staff understand how afterschool programs can be an ideal setting for global learning to take place
- Help staff identify global connections that exist between their communities and other countries/cultures and how to use these connections as a jumping off point for planning global program offerings

MATERIALS

- “Introducing Global Competence and Global Learning” activity and related materials
- “Identifying Global Connections” activity and related materials
- “*Expanding Horizons* Video” activity and related materials
- “*Expanding Horizons* Text” activity and related materials

TRAINING PLAN 1:

what is global learning and why is it relevant for our program?


ACTIVITIES

Facilitate the following activities, all provided below:

- “Introducing Global Competence and Global Learning” (15 min)
- “Identifying Global Connections” (25 min)
- “*Expanding Horizons* Video” (30 min) (Note: You should use the 15-minute version of the video)
- “*Expanding Horizons* Text” (30 min)

NEXT STEPS:

After completing this training sequence, encourage staff to lead the “Identifying Global Connections” activity with youth participants to help them start to think about global connections in their community. (A process for doing this is outlined in the handout “Identifying Global Connections: Instructions for Facilitation with Youth.”) You might ask staff to choose a specific day between now and the next staff meeting when they will facilitate these activities. At your next staff meeting, ask staff to report back and discuss young people’s responses during this activity.

TIME: 15 minutes
TYPE OF ACTIVITY Introduction
ACTIVITY CATEGORY Communication/Facilitation 
TARGET AUDIENCE Directors/Coordinators, Line Staff
OBJECTIVES <ul style="list-style-type: none"> • Participants will be able to define global learning and global competence. • Participants will understand the importance of global competence for young people and the need for afterschool programs to provide global learning activities. • Participants will understand the goals of this training.
MATERIALS <ul style="list-style-type: none"> • “Global Competence: The Knowledge and Skills Students Need for Success in an Interconnected World” handout (optional)

ACTIVITY

introducing global competence and global learning

procedure

As you plan this training, consider distributing the handout “Global Competence: The Knowledge and Skills Students Need for Success in an Interconnected World” to participants in advance and asking them to read the handout before the training begins.

INTRODUCTION

Welcome participants and briefly review the goals of this training, which are to help afterschool staff:

- Define and understand the importance of key concepts such as global learning and global competence
- Envision how to get started with global learning or ramp up existing global learning activities
- Identify strategies for involving people who can support afterschool global learning
- Understand how to create an environment where global learning can happen effectively
- Learn to create and effectively deliver global learning activities
- Make global learning meaningful by empowering young people to take action on global issues that matter to them.

Next, introduce the terms global learning and global competence:

- Global competence – Possession of the knowledge, skills, and disposition to understand and act creatively on issues of global significance. This concept is sometimes referred to as “global literacy,” but the meaning is the same.
- Global learning – The act or process of acquiring global competence. This concept is sometimes referred to as “global education” or “international education,” but the meaning is the same.

Then, summarize the following points to illustrate the importance of afterschool global learning:

- Today’s young people are living in a rapidly changing world that is vastly different from the one in which their parents and teachers grew up.
- Economic, technological, and social changes are connecting people across the globe as never before.
- These dramatic changes call for a new approach in how educators and youth workers prepare young people for success in their lives and future careers.
- To be successful in this global era, young people will need to expand their horizons from their neighborhood to the world.
- For all of today’s students, regardless of background, knowledge of the world and how it works is a necessity, not a luxury.
- Afterschool programs are particularly well-positioned to provide young people with opportunities to explore global themes and build important 21st century skills.

introducing global competence and global learning *(continued)*

CLOSING

! key point

- Explain to participants that while the concepts may be new, it does not require advanced global knowledge or skills to begin facilitating global learning. Explain that global learning is most effective when it builds on the existing connections we all have to others in our community and to the world around us.

HANDOUT

global competence: the knowledge and skills students need for success in an interconnected world

Asia Society Partnership for Global Learning

The concept of *global competence* has emerged as a way to articulate the knowledge and capacities students need for the 21st century. Global competence is a crucial upgrade to our understanding of the purpose of education in a changing world. Young people everywhere deserve the opportunity to succeed in the global economy and contribute as global citizens. Designing education systems that help young people acquire the knowledge and skills they will need to seize this opportunity in the interconnected world of the 21st century is essential.

GLOBAL COMPETENCE: A DEFINITION

These are the key elements of global competence:

1. investigate the world

Global competence requires the capacity to pose and solve important problems. It starts with asking critical questions. Globally competent students can frame “researchable” questions—questions that do not necessarily have one right answer, but that can be systematically engaged both intellectually and emotionally. Globally competent students ask questions that are *globally significant*: questions that address important phenomena and events that are relevant worldwide—in a student’s own community and in communities across the globe.

Globally competent students can connect the local to the global. For example, they can explain how a local issue like the school recycling program exemplifies a global process far beyond neighborhood backyards. They can articulate the significance of their questions and can respond to these questions by identifying, collecting, and analyzing credible information from a variety of sources—including international resources in multiple languages available through digital technology.

From analysis to synthesis to evaluation, globally competent students can

weigh and integrate evidence to create a coherent response that takes into consideration geographic, cultural, economic, political, and other contextual factors: They can provide a compelling, evidence-based argument that considers multiple perspectives and draws defensible conclusions.

2. recognize perspectives

With global competence, the golden rule, “Do unto others as you would have them do unto you,” becomes the platinum rule: “Do unto others as they would want done unto them.” This seismic shift in perspective—from inward out to outward in—has profound implications. Globally competent students recognize that they have a particular perspective that others may or may not share. They are able to articulate and explain the perspectives of other people, groups, or schools of thought; identify influences on their own and others’ perspectives; and understand how differential access to knowledge, technology, and resources can affect people’s views. Globally competent students can compare and contrast their perspectives with others’, and integrate their own and others’ viewpoints to construct a new one, when needed.

global competence: the knowledge and skills students need for success in an interconnected world *(continued)*

3. communicate ideas

Globally competent students understand audiences that differ on the basis of culture, geography, faith, ideology, wealth, and other factors, and that these audiences may perceive different meanings from the same information. Globally competent students can effectively communicate, verbally and nonverbally, with diverse audiences (which requires speaking more than one language). These students are artistically and media savvy; they know how to choose and effectively use appropriate technology and media with diverse audiences.

4. take action

What skills and knowledge does it take to go from learning *about* the world to making a difference *in* the world? First, it takes seeing oneself as capable of making a difference. Globally competent students see themselves as actors, not bystanders. They're able to recognize opportunities, from targeted human rights advocacy to the next out-of-the box, must-have business product we didn't know we needed. Alone or with others, globally competent students can creatively envision and weigh options for action based on evidence and insight, and can assess the potential impact of each option, taking into account varied perspectives



and potential consequences for others.

Globally competent students demonstrate the courage both to act and to reflect on their actions.

apply disciplinary and interdisciplinary expertise

Is global competence all skills and no knowledge? Hardly. As true now as at any other time, *learning content matters*. Global competence requires applying the capacities described above within academic disciplines, contextualized within each discipline's methods of inquiry and knowledge production. Globally competent students learn to think like historians or scientists or artists by using the tools of the disciplines to investigate the world, recognize perspectives, communicate ideas, and take creative action.

Global competence also requires the ability to understand prevailing world conditions, issues, and trends through discipline-based and interdisciplinary learning. A competitive advantage will go to those students in San Francisco or São Paulo who know what's going on in the world and how the world works, from climate change to migration trends to human rights. Educating for global competence requires us to provide students with substantive, developmentally appropriate engagement over time with the world's complexities.

TIME: 25 minutes
TYPE OF ACTIVITY Warm-up
ACTIVITY CATEGORY Activity Planning Relationships/Partnerships  
TARGET AUDIENCE Directors/Coordinators, Line Staff; can also be facilitated with youth. See “Identifying Global Connections: Instructions for Facilitation with Youth”
OBJECTIVES <ul style="list-style-type: none"> • Participants will identify the different types of connections that exist between their communities and other countries and cultures. • Participants will learn how to leverage personal and local connections for content knowledge, partnerships, and resources. • Participants will explore how to implement this or a similar activity with young people of various ages. • Participants will understand that this activity is a “warm-up,” or introduction to the topic, but does not in itself provide a meaningful global learning experience.
MATERIALS <ul style="list-style-type: none"> • Sticky nametags • Pens • Chart paper (optional) • Markers (optional) • “Community Connections for Global Learning” handout • “Identifying Global Connections: Instructions for Facilitation with Youth” handout (optional)

ACTIVITY

identifying global connections

procedure

INTRODUCTION

Introduce the activity by explaining to participants that they are going to model and debrief a global learning activity. It is a warm-up activity, so it is meant to be an icebreaker and a fun introduction to global content, but despite its simplicity, the activity has multiple goals.

! key point

- Explain that while none of us may be experts on global topics, we all know at least one thing about another country. This activity is a chance for participants to share and explore what they know—and what they don’t know—in a nonjudgmental way.

ACTIVITY INSTRUCTIONS

Give each participant a sticky nametag. Ask participants to write on the nametag, without showing anyone else, the name of a country they feel has some connection to their local community. It can be something obvious (like a country from which many immigrants have arrived) or more subtle (like a country from which artwork was represented in a local gallery). Suggest that participants try to pick a surprising or unusual connection, as others will eventually try to guess their country.

When everyone has finished, ask participants to stick their nametag on another person’s back, making sure not to show that person what the nametag says. Then, instruct participants to try to figure out the name of the country that is stuck to their back by asking other participants only yes-or-no questions. When they have guessed correctly, they should remove the nametag from their back and stick it on the front of their shirt.

Allow the group to talk to one another and make guesses for a few minutes. When time is up, allow participants to give hints to help those who haven’t yet guessed their country. If participants are really stuck, others may give hints such as what letter the country name starts with, or what it rhymes with, so that everyone can complete the activity.

Once everyone has guessed correctly, go around the room and ask participants to say which country they chose and to explain in one sentence what connection that country has to their local community. You may want to write a list on chart paper of the types of connections you hear (such as heritage, business, faith, immigration, etc.).

DEBRIEF

Ask participants what they thought about the activity. Elicit answers like: it was fun to guess, some of the community connections surprised me, it got us talking and moving, it helped us realize what we know and don’t know about the world, and so forth.

Then ask, “Does an activity like this provide a meaningful global learning experience? Why or why not?” Elicit answers that suggest the activity is useful as a starting point. Emphasize that at the end of the activity, participants will know about various connections their community has to other places, and they may have learned a few basic facts about those places. But the activity should leave them wanting to know and explore more. Ask participants, “What questions didn’t get asked in this activity that you want to explore further?”

identifying global connections *(continued)*

! key point

- Explain that an activity like this is fun and can help us identify starting points, but it is just a first step toward a better understanding of our connections to other countries, cultures, and world issues.

Review the “Community Connections for Global Learning” handout with the group. Ask the group to identify the connections listed on the handout that already came up in discussion, and encourage participants to do more research to explore the listed connections that did not come up.

CLOSING

! key point

- Explain that there are always global connections within any community, as well as within any afterschool program, and many are not obvious. These connections can provide a point of departure, and a valuable resource, to support afterschool global learning.

FACILITATION WITH YOUTH

Discuss how staff might facilitate the same or a similar activity with young people in order to help them recognize how their community is connected to the larger world and provide some starting points for global learning. Provide the handout “Identifying Global Connections: Instructions for Facilitation with Youth.” Ask participants to suggest ways to modify this activity to be appropriate for the age-range of young people they work with.

community connections for global learning

- **population diversity** → *start with* immigrant and heritage organizations.
- **cultural traditions** → *start with* local museums and historical societies.
- **schools** → *start with* school boards, school administration, principals, Parent-Teacher Associations.
- **educational exchange organizations** → *start with* AFS Intercultural Programs, American Institute For Foreign Study (AIFS), American Councils, EF Education, and others that have networks throughout the country. The Council on Standards for International Educational Travel (CSIET) maintains a list of K-12 travel and study programs, at <http://www.csiet.org/publications-resources/publications/listed-programs.html>.
- **colleges and universities** → *start with* international education programs, international faculty, international students, and American faculty and students who have returned from study abroad, as well as the 120 federally-funded (Title VI) university-based National Resource Centers focusing on Africa, Asia, Canada, Europe, Latin America, the Middle East, the Pacific Islands, and International Studies. The Outreach World website (<http://www.outreachworld.org>) highlights the various K-12 teaching resources and educational activities produced by the National Resource Centers, beginning with the Middle East.
- **business, economic development, and trade organizations** → *start with* the Chamber of Commerce or World Trade Council.
- **policy centers** → *start with* state and national government representatives' offices and websites.
- **international affairs organizations** → *start with* the World Affairs Councils, United Nations Associations and Model United Nations, and State Geographic Alliances.
- **faith-based programs** → *start with* local churches, temples, mosques, and other houses of worship.
- **international volunteer programs** → *start with* Kiwanis, Rotary Clubs, Lions Clubs, or other international humanitarian organizations.
- **media** → *start with* local print, Internet media television, and radio stations, especially those whose audiences include diverse cultural groups. International education organizations, such as the International Education and Resource Network (iEARN) and ePals, also provide electronic linkages globally.

MATERIALS

- Sticky nametags
- Markers

HANDOUT

identifying global connections: instructions for facilitation with youth

Below are some suggestions for facilitating the activity “Identifying Global Connections” with young people in your program. This activity is a helpful tool for introducing the idea that everyone has connections to other countries and cultures, and it provides numerous starting points to help youth explore these connections in more depth.

NOTE: Some participants may feel intimidated by this activity, especially if they have not had any previous exposure to global learning activities. If you think this may be the case for your group, introduce the activity by saying that it is meant to be a fun introduction to thinking about countries and cultures outside of the United States. Suggest that while none of us are experts, we all know at least one thing about another country, and this activity is a chance to explore both what we know and what we’re still curious about.


PROCEDURE

Give each participant a sticky nametag. Ask them to write on the nametag, without showing anyone, the name of a country that they know about or that they would like to learn about. When everyone has written a country name, ask participants to stick their nametag on another person’s back, again making sure not to show that person what the nametag says. Then, instruct participants to try to figure out the name of the country that is stuck to their back by asking each other yes-or-no questions only. (You may want to ask your participants to give you some examples of yes-or-no questions so you’re sure everyone understands.)

Tell participants that once they guess correctly, they can remove the nametag from their back and stick it on the front of their shirt. Allow the group to talk to one another and make guesses for a few minutes. When time is up, allow the group to give hints to anyone who hasn’t yet guessed their country. Once everyone has guessed correctly, go around the room and ask participants to say which country they chose and explain why they chose that country.

DEBRIEF

Ask participants what they thought about the activity—was it fun? Then explain that whether we know a lot or know just a little about another country, there is always more to learn. An activity like this is just a first step toward a better understanding of our connections to other countries, cultures, and world issues.

TIME: 20–35 minutes
TYPE OF ACTIVITY Discussion
ACTIVITY CATEGORY Communication/Facilitation Relationships/Partnerships 
TARGET AUDIENCE Directors/Coordinators, Line Staff
OBJECTIVES <ul style="list-style-type: none"> Participants will be able to define why global competence is important and understand why afterschool programs are ideal settings for global learning. Participants will be able to articulate these concepts and relate their importance to stakeholders (young people, parents, school or afterschool colleagues, funders, etc.) Participants will understand how to compile a variety of supporting documents, such as fact sheets and quote sheets, to engage stakeholders in global learning.
MATERIALS <ul style="list-style-type: none"> <i>Expanding Horizons</i> video, online at http://www.asiasociety.org/afterschool/video (15-minute version) or http://www.asiasociety.org/video/education-learning/expanding-horizons-afterschool-and-global-literacy (5-minute version) Laptop, speakers, and projector "<i>Expanding Horizons</i> Video Viewing Guide" handout Pens Chart paper Markers "Talking Points to Help Make the Case for Global Learning" handout "How to Create a Fact Sheet to Support Global Learning" handout "Quotes on the Importance of Global Learning" handout

ACTIVITY

Expanding Horizons video

procedure

INTRODUCTION

It is important for afterschool staff to not only be able to provide global learning opportunities for young people, but also be able to articulate the importance of global competence to the various stakeholders involved in their programs.

Introduce the *Expanding Horizons* video. Explain that it makes the case for why global competence is important and how afterschool programs can provide meaningful global learning opportunities for young people.

ACTIVITY INSTRUCTIONS

Ask participants to review the "*Expanding Horizons* Video Viewing Guide" handout. Ask them to jot down on the handout, as they watch the video, examples of why global competence matters and why afterschool programs are well-positioned to make global learning happen.

Play either the 5-minute or 15-minute version of the *Expanding Horizons* video, depending on the overall length of your training. (We recommend that you use the 5-minute version of the video in this activity if you have only 1.5, 3, or 6 hours for training, but be aware that you will need to adjust the "*Expanding Horizons* Video Viewing Guide" handout to align with the shorter video.)

After playing the video, ask participants to say why global competence is important based on what they saw. Write their responses on a sheet of chart paper. Next, ask participants what makes afterschool programs an ideal setting for global learning to take place, and write those responses on another sheet of chart paper. Ask the group to prioritize the points on both lists based on the needs and concerns of parents, funders, and other afterschool supporters in their community.

DEBRIEF

! key point

- Explain that it is important for afterschool staff and programs to identify the stakeholder audiences they need to convince to support global learning. Programs will need to tailor a message that will resonate with this audience and compile specific facts, quotes, and other information to support the message.

Briefly review the "Talking Points to Help Make the Case for Global Learning" handout, the "How to Create a Fact Sheet to Support Global Learning" handout, and the "Quotes on the Importance of Global Learning" handout.

CLOSING

Reinforce the idea that that these handouts, along with the *Expanding Horizons* video, can all be used as tools to help staff advocate for support for their afterschool global learning activities.

HANDOUT

Expanding Horizons video viewing guide

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The *Expanding Horizons* video makes the case for integrating *global competence*—international knowledge, skills, and perspectives—into afterschool and summer programs. The video is available for online viewing at the Asia Society website: <http://www.asiasociety.org/afterschool/video>.¹ As you watch, look for information and examples that illustrate the importance of global learning and how afterschool programs are ideal settings for making it happen.

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why global learning matters	why afterschool programs are ideal settings
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1. Note: This video is an excellent tool that you can use to make the case for global learning to your program stakeholders. You can play a 5-minute version of the video at <http://www.asiasociety.org/video/education-learning/expanding-horizons-afterschool-and-global-literacy>, and the full 15-minute video at <http://www.asiasociety.org/afterschool/video>.

HANDOUT

talking points to help make the case for global learning

Once you've made a commitment to global learning at your program site, it is important to get your program's staff, supporters, and stakeholders on board. The talking points below will help you gather support from various groups who are involved (or who you want to get involved) in your program.

TO ALL STAKEHOLDERS

Many people, once introduced to the need for global competence and global learning, jump on board right away. But some may feel that the United States can and should remain separate from the world. With these people, you may want to make an explicit connection to current events or trends—such as 9/11 and terrorism or the global economic crisis—to illustrate that whether we like it or not, every country is now globally interconnected.

- Today's young people live in a world vastly different from the one in which their parents and teachers grew up.
- Rapid economic, technological, and social changes connect people across the globe as never before.
- These dramatic changes require educators and youth workers to provide a new approach in preparing young people for success in their lives and careers.
- To be successful in today's global era, young people will need a new set of educational experiences—both during and after school—to help them expand their horizons from their neighborhood to the world.
- Afterschool programs are particularly well-positioned to provide young people with opportunities to explore global themes and build important 21st century skills.
- Global competence—possessing the knowledge, skills, and disposition to understand and act creatively on issues of global significance—is essential to students' success in the world today and into the future.
- For all of today's students, regardless of their backgrounds, knowledge of the world and how it works is a necessity, not a luxury.

TO YOUTH

Young people have a natural curiosity about the rest of the world. Faraway people and places they have never before heard of may be exotic and fascinating, but remember to help connect what young people are learning about the rest of the world to their own interests, concerns, and lives.

- Young people around the world live, eat, play, and view the world in a variety of different ways (just like you). It can be interesting to learn about our many differences, but there are also many similarities between our ways of life.
- Global learning begins in our own neighborhoods, by getting to know the people and cultures around us, learning to communicate with people close by and far away, and seeing the world as others see it.
- We all live on one planet, and these days everyone is connected to one another. We all need to contribute to the positive development of not only our local community, but the global community as well.

TO FAMILIES

Parents want what is best for their children. And all children deserve the opportunity to compete for high-paying jobs in the global economy; to collaborate, create, and innovate with peers around the world; and to take action on global issues that impact them locally.

- The job market is changing rapidly. As more routine jobs can be outsourced or done by computer, advantages will go to workers who can analyze and solve problems, recognize patterns and similarities, and communicate and interact with other people in global work teams.

talking points to help make the case for global learning *(continued)*

- Students familiar with other cultural perspectives are often more tolerant of others—more willing to get along and resolve issues with others—whether it be their peers in a culturally diverse school or their peers living in another country.
- Young people naturally care about other people and other children around the world, and they want to have the opportunity to connect and collaborate with their peers to affect their shared global future.

TO AFTERSCHOOL STAFF

Helping America's young people achieve global competence is everyone's responsibility. Although educators and youth workers may not always feel that they have the content knowledge necessary to provide global learning, the need is too urgent to wait. And in many ways, global competence is an appropriate and relevant goal for the afterschool field.

- All students need an array of educational opportunities to become globally competent, both during the school day and beyond. The need is especially important among low-income and minority youth who may not be able to access global learning opportunities in school, at home, or through other activities.
- Global learning and afterschool learning demonstrate close alignment of core principles and goals, including a strong focus on youth leadership and action, a belief in the power of project-based and learner-centered instructional strategies, and a recognition of the importance of community partnerships in providing relevant connections between personal, local, and global issues and interests.
- A global approach can help afterschool programs provide the academic, social, and emotional development young people need for success in the 21st century, such as global knowledge, cross-cultural communication and understanding, and values of respect and concern for other cultures, peoples, and places.
- The world is big, and no one can be an expert on all countries, cultures, or topics. But we all know at least one thing about other people, places, or global issues. Start by exploring the existing interests and expertise within your organization and community, and see where it can take you!

TO SCHOOL LEADERS

When approaching school leaders, remember that just like afterschool programs, schools are often overburdened and under-resourced. Global learning may seem like just one more thing to add to the day. However, by embedding global learning across the curriculum and across the learning day, schools can achieve the basics while at the same time engaging youth in the knowledge and skills needed for success in the global 21st century.

- Global competence is not just a new set of knowledge and skills, but rather a new idea for reframing K-12 education in America to respond to the demands and opportunities of globalization.
- A world-class education must include global learning across the curriculum and across the learning day, and provide a deep understanding of world cultures and issues.
- Afterschool programming can complement day-school efforts toward building global competence and 21st century skills.

TO PARTNERS

In order to achieve global competence, young people need access to a variety of global content and learning experiences. No single school or afterschool program can do it alone. Partnerships between afterschool programs, schools, and communities are essential to preparing youth for future success.

- To provide global knowledge, skills, and experiences, we must use the diversity, expertise, and resources in our midst as a point of departure for learning about the world.

- TO FUNDERS

- Today's students need a world-class education to compete and cooperate in a global marketplace and become globally competent citizens in an increasingly small world.
- Although we live in an interconnected world, many of America's young people have yet to travel beyond their neighborhoods. And yet, the increasing diversity of our neighborhoods presents an enormous opportunity for global learning.
- Despite young people's natural curiosity about the rest of the world, research demonstrates that most young people lack essential international knowledge and skills. Surveys conducted by Asia Society and National Geographic-Roper indicate that, compared with students in nine other industrialized countries, students in the United States lack knowledge of world geography, history, and current events.²

HANDOUT

how to create a fact sheet to support global learning

By Heather Singmaster

As you gather support for global learning from stakeholders, you will need to make a case for why global learning is relevant to your community specifically and to the young people you serve. Start by gathering facts about how immigration and the global economy are already connected to your community or state—this is the world for which youth need to be prepared to succeed. Compile the relevant facts in a short, 1- to 2-page fact sheet.

Fact sheets are important to many audiences. Organizations use them to send messages to targeted parties or to the general public. Trade and economic statistics are essential to make the case to policymakers and business leaders. Fact sheets can also help you gather statistics to enhance the need or rationale section of funding proposals, and to keep staff and supporters on the same page about the need for global learning in afterschool programs.

ECONOMIC STATISTICS

Economic statistics can help you to show how much your state relies on foreign direct investment and trade with other countries. These data are important to policymakers and business leaders, who are potential supporters of your program's global learning efforts. Below is a list of websites that can provide you with state economic information.

TradeStats Express

<http://ita.doc.gov/td/industry/otea/state/index.html>

The U.S. Office of Trade and Economic Analysis provides data on trade exports from each state, including the top trading partners and top five export products for each state.

U.S. Census

<http://www.census.gov/mcd/exports/>

This page on the U.S. Census site provides the number of jobs in each state that are tied to exports.

Bureau of Economic Analysis

<http://www.bea.gov/regional/index.htm>

The BEA provides information on foreign direct investment received by each state as well as Gross State Product (GSP) information.

Organization for International Investment

<http://www.ofii.org/insourcing-stats.htm#statejobs>

OFII provides information on what international businesses invest in each state, including a list of businesses that invest in the state and how many people they employ.

NAFSA: Association of International Educators

http://www.nafsa.org/public_policy.sec/international_education_1

NAFSA provides a report for each state on the economic benefits of international education.

DEMOGRAPHIC STATISTICS

U.S. residents increasingly interact and work with individuals from vastly different backgrounds and cultures. Demographic statistics can help you illustrate both the changing population of your community or state—whether from immigration, educational exchange, or tourism—and the need to prepare future citizens for success in this multicultural environment.

U.S. Census Bureau

The U.S. Census Bureau provides statistics on how many people in each state are not fluent in English: http://factfinder.census.gov/home/saff/main.html?_lang=en. (Choose your state, then, on the left side, choose People and Origins & Languages.)

The U.S. Census Bureau also provides demographic statistics for each state's population, including the foreign-born population: http://factfinder.census.gov/home/saff/main.html?_lang=en. (Choose your state and click go, then scroll down to ACS Demographic information.)

Open Doors Report on International Education Exchange

<http://opendoors.iienetwork.org/page/131530/>

Open Doors provides statistics on how many foreign students and international scholars are studying in each state, and how many students from each state are studying abroad.

ITA, Office of International Tourism

<http://www.tinet.ita.doc.gov/outreachpages/index.html>

The ITA provides statistics on how many international tourists each state has received.

Modern Language Association Language Map

http://www.mla.org/census_main

The MLA used 2000 census data to map out the locations and numbers of speakers for 30 languages and three groups of less commonly spoken languages in the United States.

HANDOUT

quotes on the importance of global learning

By Heather Singmaster

Like fact sheets, quote sheets can help organizations get the word out to partners, reporters, and the general public. People who are unfamiliar with an issue are more likely to become involved, or do more reading on a topic, if they see a quote that shows someone they know and respect supports the issue.

When crafting a quote sheet, try to find quotes from highly recognized experts in education or from people in your community, state, or federal government. To request quotes from higher-level officials or experts, approach their press secretaries. You may be asked to craft the quote first so that it can be quickly edited and approved. Make the quotes relevant and interesting, and be sure to include the name and title of the person being quoted.

You may use any of the quotes below and add them to your own quote sheets or press releases. Feel free to use the same format or create your own.

FEDERAL GOVERNMENT LEADERS

"In a 21st century world where jobs can be shipped wherever there's an Internet connection, where a child born in Dallas is now competing with a child in New Delhi, where your best job qualification is not what you do, but what you know—education is no longer just a pathway to opportunity and success, it's a prerequisite for success." —**President Obama**

"America will not remain true to its highest ideals, and America's place as a global economic leader will be put at risk, unless we not only bring down the crushing cost of health care and transform the way we use energy, but also if we do not do a far better job than we've been doing of educating our sons and daughters—unless we give them the knowledge and skills they need in this new and changing world. The source of America's prosperity has never been merely how ably we accumulate wealth but how well we educate our people. ... The relative decline of American education is untenable for our economy, it's unsustainable for our democracy, it's unacceptable for our children, and we can't afford to let it continue." —**President Obama**

"In today's era of global economics, rapid technological change and extreme economic disparity, education is the most pressing issue facing America. Preparing young people for success in life is not just a moral obligation of society. It's an economic imperative. As President-elect Obama has said many times, 'The nations that out-teach us today will outcompete us tomorrow.'" —**Arne Duncan**, Secretary of Education

"There will be challenges in the United States' relationship with China as it grows and we seek to maintain our position in the world and our standard of living. But it is my hope that the United States will spend some of our time and money getting to know China better, and that Chinese citizens will spend time getting to know us." —**Senator Alexander** (R-Tenn.)

STATE AND LOCAL GOVERNMENT LEADERS

"In our global economy, American students, workers, and businesses face new and fierce competition from around the world. We live in a changing world, with changing technology, changing culture, and changing economies. [As a result, U.S. citizens need] to better understand language, culture, and foster relationships; and of course a big part of that is having an educational system that is aware of those trends. We need to prepare our educational curriculum." —**Governor Pawlenty**, Minnesota

"I have traveled around the world and witnessed firsthand our competition, and it is very clear that we need to maintain high standards. We let our students down if we fail to prepare them to succeed in this global economy. Our future lies in our ability to compete, and that lies in our ability to have the best-trained workforce." —**Governor Gregoire**, Washington

quotes on the importance of global learning *(continued)*

BUSINESS AND MEDIA LEADERS

"If you want to understand business anywhere and be successful, it isn't just about the language. You absolutely must understand the culture." —**E. Neville Isdell**, former Chief Executive Officer, The Coca-Cola Company

"In today's global economy, foreign language skills have become vital to our children's future as members of the workforce and to our nation's future success in the world. It's time for business leaders and concerned community members to sound a new clarion call that will wake up policymakers and educators to the importance of teaching foreign languages to our children."

—**John J. Castellani**, President, Business Roundtable

"Our nation's schools are locked in a time warp. ... by ignoring critical languages such as Chinese and the essential cultural knowledge needed to succeed, our school systems are out of step with new global realities." —**Charles E. M. Kolb**, President of the Committee for Economic Development

"We believe that students with cross-cultural backgrounds, especially those who speak Chinese and understand its culture, will be better equipped to become leaders at companies with international operations." —**Alfred J. Verrecchia**, President and Chief Executive Officer, Hasbro

"What we refer to as international education is in most other countries simply called education. A student in Brazil, Russia, India, China would not need convincing of the merits of a global education, of learning a foreign language, or immersing himself or herself in the culture of a foreign country."

—**Tracy Wolstencroft**, Head of The Goldman Sachs Center for Environmental Markets; Head of Goldman Sachs' Public Sector and Infrastructure Banking

"In these changing times, it's so important that we harness the power of afterschool and summer programs to bring the world to our children—and provide them with the skills they need to succeed." —**Soledad O'Brien**, Anchor and Special Correspondent, CNN; Board Member, The After-School Corporation (TASC)

EDUCATION LEADERS

"Americans have been the world's most successful students and entrepreneurs for the past century. We have to envision a new set of global skills that include understanding world languages and cultures to retain our edge in an increasingly interconnected economy." —**Gaston Caperton**, President, The College Board



"Beyond its economic advantages, global competence is also a cornerstone of democratic leadership and citizenship." —**Fernando Reimers**, Ford Foundation Professor of International Education, Harvard Graduate School of Education

AFTERSCHOOL LEADERS

"While we wait for the formal education systems to respond, there is a giant challenge and opportunity for all who care about youth development and afterschool learning to begin to expose our kids to the larger world beyond our borders." —**Terry Peterson**, Chair, Afterschool Alliance

"There is a good fit between afterschool programs and global literacy because what both are trying to do is help a young person become a responsible and caring adult—responsible for themselves as citizens, workers, and family members." —**Heather Weiss**, Founder and Director, Harvard Family Research Project

"Global literacy is not an extra. It's not a frill. It needs to be an essential part of public education now—during the day and in afterschool programs." —**Joan Lombardi**, Deputy Assistant Secretary and InterDepartmental Liaison for Early Childhood Development, Administration for Children and Families, U.S. Department of Health and Human Services

TIME: 30 minutes	
TYPE OF ACTIVITY Scavenger Hunt	
ACTIVITY CATEGORY Activity Planning Program Planning	 
TARGET AUDIENCE Directors/Coordinators, Line Staff	
OBJECTIVES <ul style="list-style-type: none"> Participants will become familiar with the <i>Expanding Horizons</i> text. Participants will identify specific aspects of their own work (mission, content, program focus, age group, relationship to the school day, etc.) and consider how to build on these aspects to promote global competence in their programs. 	
MATERIALS <ul style="list-style-type: none"> "<i>Expanding Horizons</i> Executive Summary" handout "<i>Expanding Horizons</i> Excerpt: Getting Ready to Go Global" handout "<i>Expanding Horizons</i> Scavenger Hunt" handout Pens "Your Program's Resources for Global Learning" handout 	

ACTIVITY

Expanding Horizons text

procedure

INTRODUCTION

Introduce the *Expanding Horizons* text to the group and ask participants to review the "*Expanding Horizons* Executive Summary" handout.

key point

- Tell participants that *Expanding Horizons* is a resource that offers guidance, ideas, and examples that can help them integrate global learning into their after-school programs.

ACTIVITY INSTRUCTIONS

Break participants into small groups and ask them to work together, using the "*Expanding Horizons* Excerpt: Getting Ready to Go Global" handout to complete the "*Expanding Horizons* Scavenger Hunt" handout.

Give the small groups about 15 minutes to work together, then ask them to share with the large group.

Next, ask participants to work with their same small groups again on the handout "Your Program's Resources for Global Learning." Explain that this is an introductory activity to get everyone's creative juices flowing, and that the group will talk about all of these elements in more depth later in the training, so detailed answers are not required. If participants feel stuck or need examples, direct them to the last section of the "*Expanding Horizons* Excerpt: Getting Ready to Go Global" handout, under the heading "Review Current Programming and Resources."

Give groups a few minutes to work on this, then ask for a few groups to share with the large group.

CLOSING

If you have copies of the entire *Expanding Horizons* text available, or plan to make them available, explain to participants that this text can help them find more ways to get started and more concrete ideas for global learning activities and projects in specific program areas.

Expanding Horizons: Building Global Literacy in Afterschool Programs **executive summary³**

Expanding Horizons illustrates key concepts, provides concrete examples, and suggests activities across a wide variety of content and age ranges to give a sense of the potential for global learning. The guide is not a curriculum, nor is it meant to be comprehensive of all subjects and areas in which afterschool programs are active.

There is huge interest and enthusiasm for using global literacy as an opportunity to enhance quality and ensure equity. In this guide, the term *afterschool* includes summer, before-school, weekend, extended day, and other out-of-school-time programs in a variety of settings. Some are run by school districts, community and youth organizations (such as YMCA, Boys & Girls Clubs of America, Girls Inc., 4-H, and others), community schools, colleges, summer camps, and libraries.

This guide includes sections to assist you in:

- Getting started by examining your program's mission, goals, and activities, and determining ways to take it global
- Expanding horizons by building on the experiences of youth, families, and communities to help young people understand new cultures, view the world from multiple perspectives, and develop cross-cultural communication skills
- Transforming learning to incorporate global content and experiences across a wide range of subjects and activities
- Planning for global literacy through staff development, new partnerships, and evaluation strategies
- Finding resources relevant to global literacy through the specific ideas, examples, and programs

International literacy can propel afterschool programs to a new level—across thresholds, boundaries, and cultures—and give young people new opportunities and skills to experience and engage the world.

HANDOUT

Expanding Horizons: Building Global Literacy in Afterschool Programs **excerpt: getting ready to go global⁴**

GETTING READY TO GO GLOBAL

Our future success now depends on a new kind of literacy—global literacy. Global literacy can advance academic achievement, social and emotional development, and civic engagement for the young people of the 21st century. The approaches found most successful in the afterschool environment—such as an asset-based approach, the involvement of families and communities, and the use of interdisciplinary themes, project-based learning, and real-world connections to learning—are also the most successful approaches to global literacy. Therefore, you may already have many of the tools you need to take your program global.

This section outlines ways to infuse global literacy into your work with young people. The steps are meant to help spark ideas and sketch out a path, not provide a single formula for success. In this section, you will find the elements of global literacy and competencies that young people will acquire. You will also find strategies to help you examine your mission, reflect on your relationship to the school day and year, consider developmental issues, take advantage of the afterschool environment, and review your current programming and resources for ways to get started.

BECOME FAMILIAR WITH GLOBAL LITERACY

Before beginning to integrate global activities into your programs, it is important to have an idea of what global literacy encompasses and what competencies young people will acquire. To work, produce, and participate in a global society, young people need:

- **Knowledge** of other world regions, cultures, and global/international issues
- **Skills** in communicating and collaborating in cross-cultural environments and in languages other than English, and in using information from different sources around the world
- **Values** of respect and concern for other cultures, peoples, and places⁵

Global literacy involves learning about other world regions through arts and culture, language, economics, geography, mathematics, and science. It can be interwoven through a variety of projects and activities, including performances, festivals, celebrations, sports, games, and food, as well as various approaches to learning such as themes, simulations, leadership training, peer education and mentorship, apprenticeships, and authentic experiences via travel and technology. Global literacy is not a separate subject, but rather a perspective that informs and modernizes every academic subject and area of cognitive and social development.⁶

Young people who are globally literate have attained a range of competencies that enable them to *connect*, *collaborate*, and *compete* with peers around the world. For example, they:

- **Acquire essential global knowledge and understanding.** Young people can examine and understand world regions, current events, and global issues, recognizing how international systems are interconnected and interdependent. They understand the global dimensions of academic subjects, including literacy, science, and math.
- **See the world from multiple perspectives.** They analyze and evaluate global and local issues from different points of view, thinking creatively and critically about the complex interconnections between global issues and individual realities.
- **Communicate across cultures and boundaries.** They participate effectively in diverse cultural situations, and use language, technology, and collaboration skills to access information about and from the world and communicate effectively.
- **Take responsibility for their own learning and for the planet.** They learn about and engage with critical global issues, making ethical decisions and responsible choices that contribute to the development of a more just, peaceful, and sustainable world.

4. This excerpt is taken from pages 12–17 of the *Expanding Horizons: Building Global Literacy in Afterschool Programs* guidebook (published by Asia Society in 2009 and available at <http://asiasociety.org/education-learning/afterschool/guidebook-expanding-horizons>). The *Expanding Horizons* guidebook makes a case for the importance of global learning and provide a range of ideas, examples, and resources for out-of-school-time programs.

5. John Engler and James B. Hunt Jr., "Preparing Our Students for Work and Citizenship in the Global Age," *Phi Delta Kappan* 86(3), 2004: 195–197.

6. Fran O'Malley, Jeanette Miller, and Shuhan Wang, *Delaware K-20 International Education Capacity Study* (Newark: University of Delaware, 2004), <http://dspace.udel.edu>.

excerpt: getting ready to go global *(continued)*

If you are new to global literacy, there are programs, materials, people, reports, and websites that can help. Existing afterschool programs and efforts underway in internationally oriented schools can give you ideas. In addition, Asia Society has created the Partnership for Global Learning, a national network of educators committed to sharing best practices and promoting policy innovations to help our students excel in an interconnected world. The Partnership provides a free monthly e-newsletter, and holds webinars, professional development events, and an annual conference. For more information, please visit: <http://www.asiasociety.org/pgl>.

EXAMINE YOUR MISSION AND CONNECTION TO THE SCHOOL DAY

The next step is to consider the areas in which your program concentrates and start exploring how to approach them in a global context. Whether your mission is academic enrichment, career development, literacy, informal science, social and emotional skills, creativity, sports and health, or some combination of these, decide how the wider world relates to the entire educational experience of the participants in your program. Assess your current mission and goals to see where you can broaden your approach to connect to the 21st century skills and global literacy you want young people to achieve. The ideas contained in the rest of this guide will help.

Then, explore how the global literacy goals of your afterschool or summer program might link to the school day. There are several possible approaches to consider.

A seamless connection between school and afterschool can heighten global learning. School and afterschool educators can share consistent goals, expectations, and practices. Curriculum maps and regular planning sessions can help educators align content to maximize impact for the benefit of youth. For example, if students are studying a particular period of world history during the school day, afterschool educators can create experiential learning opportunities that explicitly connect contemporary issues to historical background.

Complementary but separate roles between school and afterschool programs can support the acquisition of skills. Some afterschool programs may have an international focus where the school itself does not. Nevertheless, afterschool programs can still use global activities to reinforce skills covered during the school day. For example, if children are preparing for a language arts test, the program can concentrate on reading and writing using books with an international focus.

A focus on enrichment objectives distinct from the school day can use the arts, languages, media and technology, sports, and play to create opportunities to develop 21st century abilities, which can include everything from effective cross-cultural communication to collaborative teamwork, from creativity and innovation to critical thinking skills.

Summer programs can offer immersive experiences and extended investigations of places, people, and global issues that connect to learning throughout the year. Summer is also an ideal time for in-depth exposure to world languages, community action projects, and travel.

CONSIDER DEVELOPMENTAL ISSUES

Regardless of how global activities relate to the school day, they must take account of how children learn and grow, and select concepts and issues that are developmentally appropriate.

For young children, expand their world view by starting with self and family. Then broaden their knowledge to other children and families around the world. Young children have a natural sense of empathy and curiosity. They understand the concepts of difference, comparing and contrasting, and giving and taking. It is both developmentally appropriate and powerful to help them share, give, and think outwardly.

In middle childhood, 6- to 10-year-olds form more complex relationships beyond family, particularly with peers. They are increasingly able to analyze and categorize, which, under some circumstances, can lead to prejudice and stereotyping.⁷ But they

7. Beatrix A. Hamburg and David A. Hamburg, *Learning to Live Together: Preventing Hatred and Violence in Child and Adolescent Development* (New York: Oxford University Press, 2004).

excerpt: getting ready to go global *(continued)*

are also developing a strong sense of morality and fairness. They can grasp multiple perspectives and explore how and why people live and learn differently in other places.

Early adolescents have a sense of how things connect and can understand causality. They're becoming good problem-solvers and critical thinkers and are looking for ways to make a difference. They want to interact socially with other young people as they start to seek independence and define their identity. This age is ripe for tackling global issues like the environment, and collaborating across borders online and in person.

Teens and high school students are ready for a lot of choice and a lot of voice. Global activities can be a strong draw for older youth, offering opportunities to take leadership on issues about which they care deeply. International affairs debates such as Model UN, World Affairs Challenge, and Capitol Forum are very attractive to this age group, as are apprenticeship models where teens master high-level skills under the tutelage of experts and professionals.

At any age, a focus on global literacy can help to build the foundation for empathy, civic participation, and career success as well as strategies that help youth deal with complexity in their own lives. Tap young people's assets to build their resiliency and simultaneously their knowledge and skills for a global world.

TAKE ADVANTAGE OF THE AFTERSCHOOL ENVIRONMENT

Afterschool programs can create a space for development and learning that is both appealing and emotionally and physically safe. Afterschool programs rely on hands-on experiences that keep participants engaged while expanding their horizons. Focus on the specific approaches that are successful in your program and apply them to global content.

Project-based learning starts with a question or problem that interests young people. As consumers, how might we be contributing to global poverty? Are there economic reasons why people pollute our planet? Can we stem the spread of global epidemics like malaria and tuberculosis? How can the world's largest producers of carbon emissions, the United States and China, work together on energy issues?

Object-based learning uses objects to tell the stories of people, cultures, land, and environment. What is an object, such as a tool or a musical instrument, made of and why is it made? Who first made it, and who uses it today? What does it tell you about life in its country of origin?

Field trips to your community, another community, a museum, or a cultural institution build on what youth are learning. Think beyond four walls to the areas in your community that could be considered "living museums," for example a street full of markets, restaurants, clothing, and organizations from another part of the world.

Events, festivals, and celebrations are a favorite way for afterschool programs to bring in parents and the community—and highlight traditions, food, and connections from around the world. They are a great way to get participants excited about global learning, and also important entry points to more in-depth content knowledge.

Travel and exchanges alter perspective and expand vision. If young people do not have the opportunity to travel to other countries, you can help youth travel virtually through technology—and exchange experiences with peers in other places.

Guest speakers and artists in residence can help bring local, cultural, and global connections to life, as well as provide insight into international careers. Colleges and universities can be useful sources of international students and faculty, as well as American students who have recently returned from work and research abroad.

Internships and apprenticeships attach young people to experts and professionals in a range of fields and build skills, career awareness, and connections for the future.

When teaching about the world, there is no shortage of approaches, topics, or themes. No matter what approach you use, compile high-quality content and curricula to ground the learning. Materials about other cultures and global issues abound, but the challenges are to adapt them to the afterschool environment and create an integrated approach across your program.

Educators today need to become global researchers who are excited about being informed and committed to lifelong learning in this area, and who identify and collect the resources and materials needed to provide global experiences for young people.

excerpt: getting ready to go global *(continued)*

REVIEW CURRENT PROGRAMMING AND RESOURCES

Once you have identified possible entry points and resources for integrating global literacy into your program, you may be surprised to find that many of the elements needed to take your program global are already in place.

Evaluate your space and materials. What books and games do you already have that speak of other places, people, and cultures? What newspapers and magazines can you use to start discussions about what is going on in the world? Make a list of your program's potential tools for global learning: digital equipment, films and videos, musical instruments, visual arts materials, maps and globes, and anything else you can think of. If you are a guest in another organization or classroom, fill a suitcase with these materials—an appropriate symbol for experiencing new places and new people!

Expand opportunities for discussion and reflection, including workshops, debates, story circles, transitions, and journaling. Ask young people what they are curious about and what they want to know about the rest of the world. What international knowledge and background do they bring? What would they like to speak up about or take action on? Create a safe and respectful place for youth to explore global issues, and you'll see how quickly this exploration connects to their lives in myriad ways.

View existing projects or activities from an international perspective. Does your program teach martial arts? Perform African dance? Celebrate Chinese New Year? Use the activities you already do as springboards—not only to learn facts about the places where these arts developed, but also their connections to culture and philosophy. Similarly, you can reinvigorate your environmental projects with a global approach, comparing the ecological footprint of the average American citizen to those in other industrialized nations and to developing countries.

When integrating global literacy, think about what resonates for you, your community, the young people you serve, the priorities you have set, and the principles that guide your work. The key is to be intentional and explicit when integrating global dimensions into your work with young people. Identify and communicate with staff, youth, and families about the rationale for global content, activities, and outcomes. Highlight the global aspects of each theme, topic, or activity. To make global learning fun and engaging, design an experience that capitalizes on the active learning of the afterschool setting. Create a unified program that integrates a worldwide perspective into everything you do.

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Expanding Horizons scavenger hunt

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HANDOUT

your program’s resources for global learning

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Believe it or not, your program is already equipped with resources for global learning activities. Answer the questions below to help you identify the ways in which your program is already set up to support global learning activities.



- How does your program’s physical space reflect other places, people, and cultures?

- What equipment or materials do you already have that are potential tools for global learning?

- What international background or knowledge do your young people reflect? What global themes or world cultures do you already know they are interested in? What languages do they speak at home?

- How does your program welcome diversity and/or encourage young people’s curiosity about the world?

- What activities or events does your program already do that connect to global themes, world cultures, or other countries?



TIME: 1 hour 5 minutes
<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Help staff define the components of an effective afterschool global learning environment, including intangible aspects (e.g., behaviors, relationships, and actions between and among staff and young people) • Help staff understand the importance of creating a safe space for global learning after school • Help staff identify and practice skills needed to effectively facilitate global learning
<p>MATERIALS</p> <ul style="list-style-type: none"> • “Creating an Effective Global Learning Environment, Part 1” activity and related materials • “Creating an Effective Global Learning Environment, Part 2” activity and related materials • “Providing a Safe Space for Global Learning After School” activity and related materials

TRAINING PLAN 2:

creating an effective global learning environment

ACTIVITIES

Facilitate the following activities, provided below:

- “Creating an Effective Global Learning Environment, Part 1” (30 min)
- “Creating an Effective Global Learning Environment, Part 2” (15 min)
- “Providing a Safe Space for Global Learning After School” (20 min)



NEXT STEPS:

After completing this training sequence, encourage staff to lead these activities with youth participants to help them explore and define what an effective global learning environment looks like. You might ask staff to choose a specific day between now and the next staff meeting when they will facilitate these activities, according to the process outlined in the following handouts, provided below:

- “Creating an Effective Global Learning Environment: Instructions for Facilitation with Youth”
- “Providing a Safe Space for Global Learning After School: Instructions for Facilitation with Youth”

At your next staff meeting, ask staff to report back on young people’s responses. Discuss how they compared with the staff’s responses.

Alternatively, consider selecting a cross section of youth from the program and appointing several staff to facilitate the creation of program-wide group guidelines using the handout “Providing a Safe Space for Global Learning After School: Instructions for Facilitation with Youth” provided below.

TIME: 30 minutes	
TYPE OF ACTIVITY Modeling/Demonstration Graffiti Writing	
ACTIVITY CATEGORY Activity Planning Program Planning	 
TARGET AUDIENCE Directors/Coordinators, Line Staff; can also be facilitated with youth. See “Creating an Effective Global Learning Environment: Instructions for Facilitation with Youth”	
OBJECTIVES <ul style="list-style-type: none"> Participants will begin to define the components of an effective after-school global learning environment. Participants will understand the value and limitations of the elements of a “typical” global learning environment. 	
MATERIALS <ul style="list-style-type: none"> Chart paper with prompts written in advance (see Activity Instructions) Tape Markers “Creating an Effective Global Learning Environment: Instructions for Facilitation with Youth” handout (optional) 	

ACTIVITY

creating an effective global learning environment, part I

procedure

INTRODUCTION

Explain that this is an activity participants will model and debrief. This activity can also be implemented with young people to involve them in shaping the kind of global learning environment that is most effective.

ACTIVITY INSTRUCTIONS

Post three sheets of chart paper around the room, each with one of the following three sentence starters written on it:

- “When someone walks into a globally focused program, they see ... ”
- “When someone walks into a globally focused program, they hear ... ”
- “When someone walks into a globally focused program, they taste ... ”

Place a handful of markers near each chart. Then ask participants to walk around the room and respond to each prompt with words or short phrases that complete the sentence.

DEBRIEF

When participants have finished, review the charts with the large group. You should see answers that describe things like seeing flags and maps, hearing music, and tasting food from different countries and cultures. Ask participants to describe the value of these elements—what do they add to the global learning environment? Participants may respond that flags signal a welcoming and inclusive culture to participants from diverse backgrounds; that music from diverse cultures connects to interests young people may already have and creates a fun and engaging environment; or that cooking food from different countries helps staff meet existing program goals, such as improving health and nutrition, and global learning goals at the same time. Make sure to acknowledge that these are indeed valuable aspects to an effective global learning environment.

Next, ask participants to discuss in what ways these elements are insufficient and do not provide young people with everything they need to be globally competent. If participants struggle with this question, refer them back to the “Global Leadership Performance Outcomes for Youth” handout to identify outcomes that would not be met by these elements alone. Explain that “typical” elements, such as flags and food, can be fun and are a good way to start creating a global learning environment, but more is needed to create a space where meaningful global learning takes place.

key point

- Emphasize that global competence involves much more than just recognizing the products of other cultures or appreciating diversity. It also includes managing and benefiting from diversity through cross-cultural communication and collaboration skills and taking action locally and globally.

creating an effective global learning environment, part I *(continued)*

CLOSING

Segue to the second part of the activity by telling participants that in order to help young people achieve all the aspects of global competence, staff also need to consider the intangible aspects of a global learning environment (or what a global learning environment should “feel” like).

FACILITATION WITH YOUTH

Explain that this activity's graffiti technique can also be used with young people to elicit from them some of the elements that an ideal global learning environment should include. Instructions for leading this activity with youth are included in “Creating an Effective Global Learning Environment: Instructions for Facilitation with Youth.” Ask participants to briefly share ideas about how the activity could be adapted for use with different age groups.

MATERIALS

- Chart paper with prompts written in advance (see below)
- Markers
- Paper
- Pens

HANDOUT

creating an effective global learning environment: instructions for facilitation with youth

Below are some suggested instructions for facilitating the activity “Creating an Effective Global Learning Environment” with young people. This activity is a good way to involve young people in defining what kind of environment they want and need in order to benefit from global learning activities.

PROCEDURE

Post three sheets of chart paper around the room, each with one of the following sentence starters on it:

- When someone walks into my afterschool program, they see . . .
- When someone walks into my afterschool program, they hear . . .
- When someone walks into my afterschool program, they taste . . .

Place a handful of markers near each chart. Then, ask participants to walk around the room and respond to each prompt by writing a word or short phrase to complete the sentence. When everyone has finished, review the charts with the large group.

Then ask, “What could we do if we wanted to show that we care about global issues and other countries and cultures?” Break participants into three groups and assign one group to each chart. Ask them to brainstorm some ideas about what they might change about their afterschool program to make the things they see, hear, and taste more “global.” They can use the back of the chart to write down their ideas.

Encourage them to start with the “typical” examples, like putting up flags from around the world, or hosting a global potluck dinner, and then to come up with as many other creative ideas as they can.


Then, ask participants to think about the parts of their program they can’t see, hear, or taste—like the feeling they get when they walk in, or the relationships they have with friends and staff in the program. Explain that participants are now going to do an individual reflection-writing exercise based on the list they just brainstormed. Give each participant a sheet of paper and a pen. Post a sheet of chart paper on the wall, with the following prompts written on it:

- When I walk into my program, I feel . . .
- When I talk about other countries and cultures, I feel . . .
- When my group talks about other countries and cultures, the afterschool staff should . . .

Give participants about 5 minutes to write. Then, bring the group back together and ask for a few volunteers to share what they wrote.

DEBRIEF

Ask participants why they think it is important to integrate a global focus across the entire program environment, rather than just talk about the world or do a few activities. Elicit the idea that creating a “global” environment is a way to make all participants and staff feel like global learning is important, and a way to make everyone feel safe and welcome to participate in discussions and activities about the world. Ask participants if they can think of any other reasons why a global learning environment is important.

TIME: 15 minutes
TYPE OF ACTIVITY Modeling/Demonstration Reflection Writing
ACTIVITY CATEGORY Communication/Facilitation Relationships/Partnerships 
TARGET AUDIENCE Directors/Coordinators, Line Staff; can also be facilitated with youth. See “Creating an Effective Global Learning Environment: Instructions for Facilitation with Youth”
OBJECTIVES <ul style="list-style-type: none"> Participants will consider the intangible aspects of an effective global learning environment, including behaviors, relationships, and actions between and among staff and young people. Participants will understand the importance of creating a safe space for global learning.
MATERIALS <ul style="list-style-type: none"> Chart paper with prompts written in advance (see Activity Instructions) Markers Blank paper Pens “Creating an Effective Global Learning Environment: Instructions for Facilitation with Youth” handout

ACTIVITY

creating an effective global learning environment, part II

procedure

INTRODUCTION

Tell participants that while it is important to focus on the tangible aspects of a global learning environment (the things you can see, touch, taste, etc.), it is also important to consider other factors that help provide effective global learning, such as behaviors, relationships, and actions between and among staff and young people.

ACTIVITY INSTRUCTIONS

Post a piece of chart paper at the front of the room, with the following sentence starter written on it:

- “When someone walks into a globally focused program, they feel ... ”

Have the large group brainstorm some responses.

Explain that participants will now do an individual reflection-writing exercise based on the list they just brainstormed. Give each participant a sheet of paper and a pen. Post a sheet of chart paper on the wall with the following two questions written on it:

- “What do program staff need to do to make people feel this way?”
- “What do program participants need to do to make people feel this way?”

Give participants about 5 minutes to write. Then, bring the group back together and ask for a few volunteers to share what they wrote.

DEBRIEF

key point

- Explain that exploring global topics, and especially our personal and local connections to these topics, can be risky. To be most effective, the process of global learning must sometimes encourage people to move beyond their comfort zone—to try new things, to look critically at their own assumptions and perceptions, and to try to see things from someone else’s perspective. This is why it’s very important to create a safe space for global learning where everyone, staff and youth alike, trusts one another and feels supported.

CLOSING

Emphasize that the activity “Creating an Effective Global Learning Environment” is important, and that both part I and part II must be implemented together.

FACILITATION WITH YOUTH

Explain that this activity can also be used with young people to help them begin to set individual and group goals toward creating an effective global learning environment. This activity could be a precursor to staff and young people together creating a set of group promises (or agreements the group makes) in order to create and maintain a safe space for all young people after school. Instructions for leading this activity with youth are included in “Creating an Effective Global Learning Environment: Instructions for Facilitation with Youth.” Ask participants to briefly share ideas about how the activity could be adapted for use with different age groups.

MATERIALS

- Chart paper with prompts written in advance (see below)
- Markers
- Paper
- Pens

HANDOUT

creating an effective global learning environment: instructions for facilitation with youth

Below are some suggested instructions for facilitating the activity “Creating an Effective Global Learning Environment” with young people. This activity is a good way to involve young people in defining what kind of environment they want and need in order to benefit from global learning activities.

PROCEDURE

Post three sheets of chart paper around the room, each with one of the following sentence starters on it:

- When someone walks into my afterschool program, they see . . .
- When someone walks into my afterschool program, they hear . . .
- When someone walks into my afterschool program, they taste . . .

Place a handful of markers near each chart. Then, ask participants to walk around the room and respond to each prompt by writing a word or short phrase to complete the sentence. When everyone has finished, review the charts with the large group.

Then ask, “What could we do if we wanted to show that we care about global issues and other countries and cultures?” Break participants into three groups and assign one group to each chart. Ask them to brainstorm some ideas about what they might change about their afterschool program to make the things they see, hear, and taste more “global.” They can use the back of the chart to write down their ideas.

Encourage them to start with the “typical” examples, like putting up flags from around the world, or hosting a global potluck dinner, and then to come up with as many other creative ideas as they can.


Then, ask participants to think about the parts of their program they can't see, hear, or taste—like the feeling they get when they walk in, or the relationships they have with friends and staff in the program. Explain that participants are now going to do an individual reflection-writing exercise based on the list they just brainstormed. Give each participant a sheet of paper and a pen. Post a sheet of chart paper on the wall, with the following prompts written on it:

- When I walk into my program, I feel . . .
- When I talk about other countries and cultures, I feel . . .
- When my group talks about other countries and cultures, the afterschool staff should . . .

Give participants about 5 minutes to write. Then, bring the group back together and ask for a few volunteers to share what they wrote.

DEBRIEF

Ask participants why they think it is important to integrate a global focus across the entire program environment, rather than just talk about the world or do a few activities. Elicit the idea that creating a “global” environment is a way to make all participants and staff feel like global learning is important, and a way to make everyone feel safe and welcome to participate in discussions and activities about the world. Ask participants if they can think of any other reasons why a global learning environment is important.

TIME: 20 minutes
TYPE OF ACTIVITY Modeling/Demonstration
ACTIVITY CATEGORY Relationships/Partnerships 
TARGET AUDIENCE Directors/Coordinators, Line Staff; can also be facilitated with youth. See “Providing a Safe Space for Global Learning After School: Instructions for Facilitation with Youth”
OBJECTIVES <ul style="list-style-type: none"> • Participants will understand the importance of putting tools in place that make young people feel supported and comfortable participating in global learning activities. • Participants will discuss and practice strategies for collaboratively developing and implementing group norms that help create and support a safe space. • Participants will create group guidelines for global learning for use within this training and as a staff.
MATERIALS <ul style="list-style-type: none"> • “Creating a Safe Space for Global Learning After School” handout • Chart paper • Markers • “Providing a Safe Space for Global Learning After School: Instructions for Facilitation with Youth” handout (optional)

ACTIVITY

providing a safe space for global learning after school

procedure

INTRODUCTION

Ask participants to share some of the specific reasons why it is important to create a safe space for young people to discuss global issues and content. Remind participants that within any one group, there may be some young people who know very little about a country, culture, or global issue together with young people who have very personal experiences and connections to those same countries, cultures, or issues. Elicit from participants the idea that in a group discussing global topics and making specific and sometimes personal connections to these topics, some young people might be reluctant to participate and/or may say things that cause others to feel offended or hurt. This is why it is so critical to lay the groundwork and create a safe space before delving into such topics.

Explain that this is the reason the group is going to model how to create a safe space with young people. Tell participants that they will, at the same time, be laying the groundwork for a safe space within the training group.

ACTIVITY INSTRUCTIONS

Have the whole group brainstorm the elements of a safe space for young people after school. Ask, “What specific things can we do to create a safe space for global learning after school?”

Elicit that one tool for creating a safe space is to formulate a set of guidelines (sometimes called group promises or group norms) created by and for a group to help them identify, maintain, and hold each other accountable for a welcoming, respectful, and supportive learning atmosphere.

Ask participants to look at the handout “Creating a Safe Space for Global Learning After School.” Ask the group to use the handout as a guide to come up with their own set of guidelines (for this training and for themselves as staff of an afterschool program). Write down ideas on chart paper.

DEBRIEF

Explain that there are several ways that guidelines can be used:

- With staff (as they just experienced), as a way to get on the same page about their role in creating a safe global learning environment.
- With a group of young people who will be meeting regularly, as a set of guidelines that they agree to uphold throughout their time working together.
- Program-wide, where staff and young people can come together as a collective to create a set of guidelines that all program staff and participants will be expected to abide by.

CLOSING

key point

- Emphasize that putting tools in place to create a safe space gives both adults and young people a foundation to rely on and fall back on when discussing global topics.

providing a safe space for global learning after school *(continued)*

This is just one way to help young people feel supported by both program staff and their peers. Briefly discuss any other tools or ideas that came up among the group during this activity.

FACILITATION WITH YOUTH

Ask participants to give examples of how they might facilitate creating a safe space with young people. What might staff do to ensure maximum youth participation and make the process age-appropriate? Note that instructions for leading this activity with youth are included in the handout “Providing a Safe Space for Global Learning After School: Instructions for Facilitation with Youth.”

HANDOUT

creating a safe space for global learning after school

One effective way of setting the tone and creating a safe space for global learning in your program is to create a set of guidelines that clearly outline what staff and young people should expect from one another.

Use the sentence starters below as a guide for generating these guidelines with staff and/or participants. Feel free to add your own. There can be more than one “answer” for each.

-
- When we are talking about a country or culture that is unfamiliar to us, we will _____

 - When someone expresses an opinion we don't agree with, we will _____

 - In order to remain open to learning new things about the world, we will _____

 - When we feel confused or don't know how to answer a question, we will _____

 - When we are sharing our personal experience with or knowledge of other cultures or global issues in our program, we will _____

 - When people from other cultures or countries come into our program, we will _____

 - We will respect one another by making sure to _____

 - If someone feels offended or hurt by something that was said or done, we will _____

-

MATERIALS

- Chart paper
- Markers
- Creating a Safe Space for Global Learning After School” handout

HANDOUT

providing a safe space for global learning after school: instructions for facilitation with youth

Below are some suggested instructions for facilitating the activity “Providing a Safe Space for Global Learning After School” with young people. This activity is a good way to guide your group through the process of creating group promises, or guidelines they can use to make each other feel safe and respected when having discussions about other countries, cultures, or global topics.

PROCEDURE

Tell participants that sometimes when a group is discussing different countries or cultures, someone may say something that “comes out wrong,” and that might hurt the feelings of someone else in the group. Explain that one way to make sure everyone feels safe and comfortable in the group is for the group itself to create a set of guidelines (sometimes called group promises or group norms) to help participants hold themselves and each other accountable for creating a welcoming and respectful atmosphere.

Use the worksheet “Creating a Safe Space for Global Learning After School” as a guide. Using the prompts on the worksheet, ask the group to come up with their own set of guidelines (for themselves as participants or as staff of the afterschool program). Write the responses on chart paper. Make sure to post the guidelines where everyone can see them each time the group meets.

DEBRIEF

Ask if everyone in the group disagrees with the guidelines on the list. Once you have agreement, you might even want to ask everyone to sign their name to the sheet of chart paper as a visual reminder. Ask young people what they think they should do if the guidelines are not followed. Who should be responsible for reminding everyone about the guidelines? Elicit the idea that since the guidelines were created by the group, everyone in the group should feel empowered to remind one another about the guidelines. It’s not just the adult’s job to “enforce the rules.” Instead, it’s the responsibility of everyone in the group, including the young people, to uphold the rules.