

## DOMAIN 3

### **program planning**

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*From the Global Learning in Afterschool Self-Assessment Tool:*

“A program that successfully builds global competence in youth carefully plans activities to offer a range of global learning options and opportunities that incorporate the development of academic, social, and emotional skills in multiple settings. In order to do this, the program gains access to a variety of global resources and materials in preparation for activities.”

This section is meant to help guide program directors in planning a variety of learning opportunities to help young people work toward achieving specific global learning outcomes, and to guide them in exploring global topics from various angles. These tools will help program directors consider how to map global competence to student interests and community assets, how to identify and use themes as a tool for integrating global learning into the afterschool program, and how to identify and plan specific kinds of global learning experiences for young people, including world language learning, community service, and cultural exchange experiences. This section also contains a resource to help program directors gather and use feedback from stakeholders in program planning.

## RESOURCE

### sample survey to assess student interests

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One of the most effective ways to plan engaging global learning opportunities is to involve young people in the planning process. Incorporating youth voice into your program offerings ensures that programming is responsive to young people's needs and interests and is an effective strategy for participant retention. One practical way of assessing students' interests is to conduct a simple survey that asks young people to think about their own goals, resources, and potential for taking action on important issues.

The sample survey below is a tool that program directors can use to capture what young people are interested in to help inform the process of program planning over the long term. Engaging young people in this process early on will leave you with a wealth of information as you sit down to plan for the coming semester, program year, and beyond.

Some of the questions below are intended to be broad and are not specifically geared toward global competence. They are a good starting point to assess where young people are coming from and can serve as a basis for global program planning.

#### ***sample survey questions***

- ☐ What are your favorite things to do in your free time?
- ☐ What do you want to achieve in school?
- ☐ What are your career goals?
- ☐ What support do you need in order to achieve your goals?
- ☐ What do you like about your community?
- ☐ What things would you like to improve about your community?
- ☐ Why is it important to become globally competent?
- ☐ What resources do we have to help us become globally competent in our program?
- ☐ What can we learn about and what can we do to become globally competent?

As an alternative to conducting a written survey, you might consider running a focus group with a cross section of participants in your program. You could also include students who are not yet enrolled in the program, so that you can gauge what type of programming might encourage new participants to join and attend your program. You can use the questions above to guide the focus group or other questions you have prepared in advance. Make sure to have someone there who can document participants' responses to the questions so you have a written record of their feedback. If the group will be large, consider breaking participants into smaller groups and assigning one staff person to each small group to ask the questions and record participants' feedback.

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## RESOURCE

### how to plan opportunities for global learning

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The first step in providing meaningful global learning experiences for youth is to gather feedback from young people about their needs and interests. Once you have that information, you can plan programming that intentionally moves youth toward building global competence. Effective planning goes beyond thinking up one-time activity ideas that are globally focused and instead requires thinking about the long-term goals you want young people to be working toward.

You may want to consider implementing an overall program theme around which all programming is connected over the course of a program year or semester. A thematic approach to global learning affords young people opportunities for cohesive and holistic exploration of a particular subject from multiple angles as well as opportunities to make global connections between the subject matter and their own lives.

Below is a tool that program directors can use to create a long-term plan for implementing global learning. The example below focuses on language learning, but you can use this tool to plan other kinds of global learning experiences as well. First, you'll need to identify the goals you are working toward. For example, the goal for language learning isn't always fluency. Exposure to world languages can be a goal in itself. Other examples of goals for language learning are noted in the example below. Take some time to think creatively about the goals you want young people to achieve by taking part in the experience. Next, think about what needs to happen in the short-, medium-, and long-term in order for the program to provide this experience for youth participants.

CATEGORY	NOW	THIS YEAR	NEXT YEAR
<b>Staff/Volunteer Skills</b>	Survey staff to assess knowledge of languages other than English.	Encourage staff to participate in language learning and professional development opportunities to prepare them to support participants' language learning.	Recruit and hire staff/volunteers who are qualified to teach one or more world languages to young people.
<b>Partnerships</b>	Identify partners (individuals and organizations) that may be able to provide language instruction or resources.  Identify guest speakers whose careers require knowledge of one or more languages other than English.	Research and reach out to new community partners (try local libraries, book stores, colleges, etc.) who can provide language instruction.  Host at least one career panel discussion to help students understand the connection between language learning and career opportunities.	Engage partners in providing language instruction for students.
<b>Program Resources</b>	Take stock of any materials (including books and other media) in languages other than English.	Meet with school administrators/teachers to identify resources for language learning that the school may be willing to share with the program.  Identify curriculum, text books, media, or other resources for young people who are interested in learning languages other than English.	Purchase and disseminate curriculum, text books, media, or other resources for young people who are interested in learning languages other than English.
<b>Student Interests</b>	Survey students to find out which languages they are interested in learning, and which other program areas (such as music, art, or drama) they are interested so they can be integrated into instructional strategies.	Provide mini-lessons on several different world languages and then ask students to choose one language to study more in depth.	Offer 8-week elective language courses (based on students' interests) led by staff, partners, teachers, or qualified volunteers.

## RESOURCE

# planning community service opportunities that connect to global learning

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Engaging young people in community service projects can help them connect the global learning happening within the walls of your program to the broader community and beyond. Keep in mind that community service connected to global learning goes beyond volunteering or fundraising. It has explicit learning objectives and involves real-world skills and critical analysis.

If you already have a service component to your program, consider the global implications of the issues you already address. Or, help youth identify causes that are inherently global—such as protecting the environment, rebuilding after natural disasters, assisting those in poverty, or expanding educational opportunity—and create local projects that take into account global perspectives and implications. (See Global Service Learning Project Example, below.)

Global learning programs can help youth connect local issues that concern them with the people, communities, and countries facing the same issues. Give young people the chance to consider how they want to make a difference in the world and provide background knowledge, as appropriate, to ground the learning and help them make informed choices. Remind students to respect the people and causes they are taking on. Youth should see themselves not as heroes setting out to rescue victims but as citizens who share an equal part in the challenges and responsibilities of a global age.

## TIPS FOR PLANNING GLOBALLY-FOCUSED COMMUNITY SERVICE OPPORTUNITIES

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- Create a chart to help you take stock of existing staff skills, student interests, partnerships, and other resources. For each of those categories, map out what you can do now, what you should do this year, and what you can do next year and beyond to plan globally-focused service opportunities for young people.
- Involve young people in the planning. Ask participants which issues concern them, both in their local community and globally.
- Get staff on board. It is important to find out about the issues of interest to staff who will be leading community service projects. In order to serve as effective leaders of a globally-focused service project, staff have to model the level of engagement and the kind of behavior they want to see from youth participants. Help staff work with youth to select issues that are of mutual concern to all involved.
- Make a list of the service projects your program has done over the past few years. What issues did the projects focus on? Were any of them intentionally global in nature? If not, can you identify ways to give these projects/topics a global spin?
- Collaborate with community partners. Think about your program's links to schools, local cultural institutions, or other organizations. Are there issues that these groups are already working on that are globally focused? Where can you see opportunities to involve students in carrying out a service project related to those issues?

*The organizations below offer assistance on issues ranging from effective practice to project ideas, from curriculum resources to teacher training and professional development:*

<b>National Service Learning Partnership</b>	<a href="http://www.service-learningpartnership.org">www.service-learningpartnership.org</a>
<b>National Service Learning Clearinghouse</b>	<a href="http://www.servicelearning.org">www.servicelearning.org</a>
<b>National Youth Leadership Council</b>	<a href="http://www.nylc.org">www.nylc.org</a>
<b>Corporation for National and Community Service</b>	<a href="http://www.nationalservice.gov">www.nationalservice.gov</a>
<b>Students in Service to America</b>	<a href="http://www.studentsinservicetoamerica.org">www.studentsinservicetoamerica.org</a>

**planning community service opportunities  
that connect to global learning *(continued)***

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GLOBAL SERVICE LEARNING PROJECT EXAMPLE:

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Good Shepherd Services staff at New York City's Public School 79, a site supported by The After-School Corporation (TASC), created a series of experiences to help their 8-year-olds understand water conservation. The students learned that water is a finite and shared resource by comparing the amount of water a person in the United States uses with the amount of water used by a person in a developing country. Then the students joined the World Water Day March and walked a "water mile" to experience firsthand how people in the world must adapt when without access to clean running water. The participants translated their learning to their own water conservation practices and educated their parents, teachers, and peers through posters and performances, including a rap about water. Note: Older youth may grasp the reality of water scarcity more quickly and be ready to take on larger-scale research of action projects that propose solutions to the water crisis.

## RESOURCE

# how to create opportunities for cultural exchange

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Providing young people with opportunities to participate in exchange with others from around the world is a great way to help them connect what they are learning in your program to the “real world.” Exchanges help bring global learning to life by introducing youth to life in other parts of the world and allowing them to build relationships with others to expand their perspectives, build their cross-cultural communication skills, and share concerns about global topics. You can plan an exchange in a variety of ways, either locally or globally, in-person or virtually, even if your program has limited resources.

## ONLINE EXCHANGES

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If your program has access to technology and the Internet, young people can connect with their peers in other countries for discussion or even collaboration on a community action project.

- Young people can join online discussions about global issues with other youth worldwide via message boards or chats. UNICEF Voices of Youth ([www.unicef.org/voy/](http://www.unicef.org/voy/)) and Taking IT Global ([www.tigweb.org](http://www.tigweb.org)) are two good places to start.
- Consider having youth create a photo slideshow, podcast, or video about a community, culture, or issue and sharing and discussing it with youth in other countries. Look at Youth Media Exchange ([www.ymex.org](http://www.ymex.org)) for examples.
- Youth can write news articles about local and global issues for international exchange or even start their own international newspaper. Young people can contribute to World Youth News, ([www.worldyouthnews.org](http://www.worldyouthnews.org)) supported by a partnership between iEARN, PBS News Hour Extra, and UNICEF.

## IN-PERSON EXCHANGES

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Whether you plan to travel abroad or stay local, there are many options for in-person exchange with others from around the world.

- Create a chart to help you take stock of existing staff skills, student interests, partnerships, and other resources. For each of those categories, map out what you can do now, what you should do this year, and what you can do next year and beyond to help plan exchange opportunities for young people.
- As a precursor to an in-person exchange, invite a guest speaker who comes from or has spent time living or working

in a foreign country to speak about his or her experiences. Reach out to local cultural organizations for ideas about who to invite. You might not even have to look any further than your own youth participants or their families! Talk with the guest speaker in advance and give them a sense of which aspects of his or her experience you want them to focus on during the talk. This experience can be useful to young people for in-person exchanges with others from the country the guest speaker presents on.

- Connect with other youth-serving organizations that do international work. YMCAs exist around the world and often organize “study tours” or arrange for traveling delegations of youth from other countries to visit the US. Find out if your local YMCA, or other organizations with international ties, can arrange for your program to be visited by a youth group from another country.
- If you work with older youth (in middle and high school) consider planning an international trip for participants. If you’ve never done this before, reach out to teachers in your school or others in the community who have led international trips with young people for ideas about where to start. The Council for Standards in International Educational Travel ([www.csiet.org](http://www.csiet.org)) can point you to organizations that can help you plan and prepare for a trip abroad.
- If taking a group of youth out of the country is out of the question, encourage your participants to apply on their own for international experiences such as Global Teens (through the International YMCA) or The Experiment in International Living (through the School of International Training).

## RESOURCES FOR FINDING GUEST SPEAKERS:

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The Peace Corps’ Speakers Match program can connect returned Corps members with your group ([www.peacecorps.gov/www/speakersmatch](http://www.peacecorps.gov/www/speakersmatch)).

Colleges and Universities can refer you to international students and faculty that may be willing to speak to your group. Most also have study abroad offices that may be able to provide resources.

Local trade associations that bring business delegations, international visitor programs, and Sister City programs may be able to help as well.

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## RESOURCE

### sample stakeholder meeting agenda: program planning

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Once you've taken the time to identify the kinds of global learning experiences you want young people to have, and the goals you want them to work toward, the next step should be to involve your program's stakeholders in the planning process.

While the most obvious people to involve in enhancing your program with global learning opportunities are the staff and volunteers who work directly in the program, there are many other individuals and agencies that have the potential to enrich your program as well. When you start to consider who has a stake in the success of your program, you may realize that it is important to involve people you hadn't previously considered. One useful way to define who is a stakeholder in your program is by asking yourself, or brainstorming with your staff, the following guiding questions:

- Who interacts with our staff, participants, or families on a regular basis?
- Who has the potential to help us be successful in meeting our goals, or impeding that success?
- Who is working toward similar goals?

Typically, when you ask these questions, a few usual suspects come to mind: school teachers, staff and leadership, parents, community organizations, cultural institutions, and local policymakers. You might also consider including people who don't typically get invited to the table, such as local businesspeople, volunteer or service organizations, or local activists.

Once you've brainstormed your list of stakeholders, one way to begin to harness their potential power and influence to help you achieve the goals of expanding global learning in your program is to hold a stakeholder meeting, where you can facilitate a discussion to get them thinking about these issues and determining for themselves how they might help. The plan below can help you get started.

TIME: 45 minutes
<b>OBJECTIVES</b> Participants will: <ul style="list-style-type: none"><li>• Understand the goals and vision of the program as they relate to global competence</li><li>• Understand ways that they can contribute to enhancing global learning opportunities within the program</li><li>• Collaboratively develop some action steps they can take to make substantive contributions to enhancing global learning opportunities within the program</li></ul>
<b>MATERIALS</b> <ul style="list-style-type: none"><li>• "Characteristics of a Globally Competent Youth Worker" handout</li><li>• "Addressing Challenges" handout</li></ul>

### stakeholder meeting: to discuss and plan global learning opportunities within the program

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#### *agenda*

##### STEP 1: (5 MIN)

Begin by explaining to staff that in order to help young people become globally competent, all program stakeholders need to be actively involved. Distribute a copy of the program mission statement, and emphasize the global learning aspects of the vision. Ask if participating stakeholders have any questions about the direction the program is moving and clarify expectations.

##### STEP 2: (15 MIN)

Distribute the handout "Characteristics of a Globally Competent Youth Worker" provided below. Explain to participants that this handout contains a list of characteristics that program staff should have in order to be effective leaders and facilitators of global competence with young people. Ask participating stakeholders to discuss how these traits might be applied to their unique relationship to the program. 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'd most like to work on developing. Give participants about 5 minutes to do this. Then, give a few volunteers the chance to share their responses with the group. Remind participants that the idea is for stakeholders to build a web of support around the program and that every stakeholder doesn't have to possess all the characteristics; he or she just needs to make a substantive contribution.

## stakeholder meeting: to discuss and plan global learning opportunities within the program *(continued)*

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### STEP 3: (20 MIN)

Explain that global learning has a greater impact when it is connected to the many spaces and ways in which youth are already learning. Ask the group to brainstorm tangible ways that they might enhance global learning in the program. Ask them to focus on one or more of the following areas:

- Reinforcing school-day lessons about global content
- Supporting family efforts to infuse global learning in their homes
- Using media and technology tools—through which participants may be already learning about the world—to provide global learning activities and virtual exchanges

Have each stakeholder write down at least one contribution they can make in one of these areas, and have them work in pairs or as a whole group to determine:

- Action steps needed to fulfill the objective
- Who needs to be involved
- Resources needed to take the necessary action steps
- Potential challenges and how they might be addressed (see the handout “Addressing Challenges” provided below)

### STEP 4: (5 MIN)

Ask each participant to come up with at least one way that they can enhance their own global competence or global perspective. These goals do not necessarily have to be directly connected to their work with the program. For instance, participants 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 time for achieving these things (such as each week, or by next month).

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

### NEXT STEPS:

After the meeting, brainstorm what you, as a program director, or other staff can do to follow up on the ideas developed by the program stakeholders. Remember that while stakeholders might have great intentions to contribute to your program, you are not their first priority, so they might require a bit of gentle nudging to get them to follow through.

## HANDOUT

# characteristics of a globally competent youth worker

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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

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- ☐ 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

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- ☐ 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

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- ☐ 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

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- ☐ 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

[illegible]

## CASE STUDY EXAMPLE

### **world savvy, new york, NY; san francisco, CA, and minneapolis, MN**

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World Savvy's mission is to educate and engage young people in community and world affairs. Their Global Youth Media and Arts Program (MAP) is an interdisciplinary global arts and media education program. Students develop content knowledge in program themes—for example, immigration and identity—while honing their skills for global citizenship, including critical thinking, multiple perspectives, and appreciation of diversity both locally and globally. The main goal of the program is to help students explore how global issues relate to their own experiences.

World Savvy's MAP programming focuses on experiential learning and helps students look around them to begin to explore themes such as immigration and identity. The program helps staff and youth understand that everything has a global connection—even when you start right where you are in your own place and space. Often the program begins with a community audit or assessment. If the community is not diverse, staff encourage students to look into the history of the community for global connections. One of the key guiding questions is What kinds of cultures and resources are here and why?

Through a workshop format, students become able to understand a global theme, find ways it is relevant in their lives, and then create art and media

that express their perspectives on the theme. Students have completed projects in visual and performing arts, including film, spoken word, theater production, and photography, all of which are displayed in an end-of-year, city-wide exhibition.

The MAP curriculum is designed to reach young people by helping them make personal connections to big, complex global themes. The program aims to meet both youth and educators where they are. It begins with seemingly simple activities that help young people identify and question their own world view. World Savvy's work builds not only local and global connections, but more importantly, personal and global connections. This requires a good deal of discussion to help young people identify not only their own world view but also what has informed it, including aspects of family, immigration, history, environment, and more. World Savvy has found that this approach allows students to dive deep and think critically about complex global issues and to develop viewpoints that will be valuable when these young people explore other issues.

World Savvy teachers and afterschool coordinators offer a wide range of personal and subject-matter experience, including ancient civilizations, geometry, animation, media arts, and language arts. Each staff member com-

mits to attend two full-day professional development workshops (MAPLabs) led by World Savvy and at least one two-hour consulting session, during which staff map out their programs' scope and sequence and discuss how they will integrate content into teaching. The MAPLabs are designed to be flexible for people who may not be experts at employing arts and media in teaching. Rather, arts and media are used as a vehicle and lens for tackling issues that are complex and difficult for students to discuss.

Each World Savvy site takes an interdisciplinary approach, with educators helping youth lead projects developed around their interests. For example, youth in the World Savvy MAP program at a Bronx, NY, high school decided to explore their local community and identified a community center that helps support newly arrived immigrant families. The students went to the center and interviewed the staff of programs for immigrant children, then decided to use their arts skills to design T-shirts and other items for fundraising. In the process, the MAP students shared their knowledge of design and printmaking through a workshop with the immigrant students. At the end of the project, they exhibited the T-shirts in the World Savvy city-wide exhibition and sold them to raise funds for the community center.

TIME: 40 minutes
<b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>Engage staff in the process of long-term global program planning</li> <li>Help staff identify areas of student interest</li> <li>Work with staff to create a list of the program's assets for carrying out meaningful learning global learning experiences for young people</li> </ul>
<b>MATERIALS</b> <ul style="list-style-type: none"> <li>Chart paper</li> <li>Markers</li> </ul>

## STAFF MEETING AGENDA 1: assessing student interests and your program's assets

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**Note:** This staff meeting should be led after you/staff have collected some information from students about their needs and interests through a written survey, focus group, etc. Make sure to have that information on hand for this session.

### **agenda**

#### STEP 1: (5 MIN)

Explain that the purpose of this session is to involve staff in the process of planning global learning opportunities for young people over the long term. In order to do this, we need to consider what young people's interests are, and we need to identify our program's assets and resources that can help us carry out meaningful global learning experiences for participants.

#### STEP 2: (30 MIN)

Begin by brainstorming a list of students' needs and interests on a sheet of chart paper. You should use the information you collected in the survey or during the focus group to guide the brainstorm. Or, if you have already compiled this information into one document, you can skip the brainstorming and simply review that list with staff.

Next, write each of the following headings on separate sheets of chart paper:

- Staff skills
- Resources in the program
- Resources in the community
- Partnerships

**Note:** You may want to include additional categories as well.

Break participants into as many small groups as needed and give each group one of the sheets of chart paper. Explain to staff that they are going to work together to brainstorm a list of resources or assets connected to the category on their sheet of chart paper. For example, the group assigned to "staff skills" would brainstorm a list of things that staff know or can do (not necessarily things that are specifically tied to global learning).

Give the groups about 10 minutes to work. When time is up, ask the group to come back together and share their lists with one another. As each group is sharing, encourage other groups to give feedback and add to each list. Explain that the staff has just generated a list of the program's assets. These are good starting points to help plan global learning opportunities for young people. We can use these lists to plan specific activities, events, and experiences that are globally focused and that capitalize on the resources that exist within the program and the community and that are geared toward student interests and concerns.

## **assessing student interests and your program's assets *(continued)***

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### **STEP 3: (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 use these lists in your own program planning, and that staff will have additional opportunities to engage in the program planning process in the near future.

### **NEXT STEPS:**

Brainstorm an initial list of specific activities, clubs, events, and other programming that is responsive to students' needs and interests and that capitalize on the lists of assets generated during the meeting. You can do this on your own, or you might ask staff to break into small working groups to do this with you. Share the resulting list of proposed activities, clubs, events, etc. with staff at the next meeting to get their feedback on the ideas. In addition, share the list with students at a focus group follow-up meeting or distribute the list in writing and ask students to submit written feedback.

TIME: 50 minutes
<b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Help staff understand the elements of a globally-focused activity</li> <li>• Help staff generate ideas for global learning activities</li> </ul>
<b>MATERIALS</b> <ul style="list-style-type: none"> <li>• “Elements of Global Learning Activities” handout</li> <li>• “Activity Planning Questions for Facilitators” handout</li> <li>• Pens</li> </ul>

## STAFF MEETING AGENDA 2:

### planning global learning activities

#### ***agenda:***

##### STEP 1: (5 MIN)

Begin by explaining to staff that it can be challenging to create new global learning activities from scratch. Understanding what global learning activities consist of and using prompts to spur our thinking can make this process much more manageable. Explain that the purpose of this meeting is to prepare staff to create their own original activity plans that are globally focused.

##### STEP 2: (15 MIN)

Distribute the “Elements of Global Learning Activities” handout. Point out that global activities can follow the same basic format as other types of afterschool activities. Review each of the elements (and their definitions) on the handout, namely:

- Introduction
- Instruction/Modeling
- The Activity
- Discussion/debrief
- Closing

Ask staff if they have any questions about these elements. Discuss how these elements compare to activities they have led in the past. Do the activities they are used to leading generally follow a similar format? If not, how is this format different from what they’ve done in the past?

##### STEP 3: (5 MIN)

Next, review the “Steps to Success” text box on the handout. Explain to staff that it can be difficult to generate ideas for new global learning activities without any cues. These strategies are meant to help staff create activity plans that allow young people to build global competence. After you’ve reviewed each point, ask staff if they have any questions.

##### STEP 4: (20 MIN)

Next, divide staff into small groups. Distribute the “Activity Planning Questions for Facilitators” handout. Explain that these are questions, related to the strategies you reviewed in the previous step, that can help staff take an activity idea and ensure that it has a global focus.

Ask staff to work together to come up with an activity idea in any program area (literacy, arts, health and wellness, etc.). Once they have their activity idea, they should write down their responses to the questions on the handout. This will help them flesh out the activity idea and make sure it has a global “spin.” Give the groups about 10 minutes to work, then allow each group to present their activity idea and responses to the questions to the rest of the group.

## **planning global learning activities *(continued)***

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### **STEP 5: (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'll be coming back to this topic and talking more about global activity planning in the future.

### **NEXT STEPS:**

Encourage each staff member to create an activity plan modeled after the "Elements of Global Learning Activities" and using the "Activity Planning Questions for Facilitators" to guide them. Ask staff to submit their plans to you so that you can review them and share your feedback and suggestions. Alternatively, you may wish to have staff bring their activity plans to the next staff meeting so that they can share them and get feedback both from you and from their colleagues.

# HANDOUT

## elements of global learning activities

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### INTRODUCTION

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It is important to take the time to introduce the global topic your activity relates to. Deliver an opening activity that helps young people connect the issue or topic to their own lives. Take the time to find out from young people what they already know about the topic as well as what they are curious about.

### INSTRUCTION/MODELING

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Give young people thoughtful instructions and take the time to answer their questions before beginning the activity. If possible, model the procedure so your group knows exactly what they're supposed to do.

### ACTIVITY

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Keep in mind your role as facilitator while young people are doing a globally focused activity. Encourage creativity and reasonable risk-taking. If participants are working individually or in small groups, remember to check in and offer guidance without stepping in and taking over. Keep in mind that global learning often takes place more in the process than the end product, and that global issues often have no easy answers.

### DISCUSSION

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With your global learning goals in mind, create a series of debrief questions to ask after the activity is over. Thoughtful debriefing helps young people process what they've learned. Activities can be debriefed in a variety of different ways, including in large-group discussions, pair sharing or small-group sharing, and reflection writing.

### CLOSING

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Do an activity to bring closure to the session. If you are working with the same group of young people over multiple sessions, you may want to use a consistent ritual or routine each time, such as a closing "go around" where everyone shares something with the large group (e.g., one thing they liked about the activity, one thing they learned, and/or one question they still have about the topic).

#### *steps to success*

- 1. Give it meaning.** Uncover local and, if appropriate, personal connections to the global topic. Help young people investigate and describe the issue as it exists in their local community and in their own lives.
- 2. Connect local and global.** Create a bridge from these personal and local experiences: Connect them to what is happening about this issue in other parts of the world.
- 3. Put it in context.** Explore the geography and history of countries, cultures, and peoples related to the topic.
- 4. Take action.** Help youth take action locally to make an impact globally: Plan, as a group, a culminating event or community-based project. Help young people make connections explicit and discover how their local actions have a broader global impact.

HANDOUT

**activity planning questions for facilitators**

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If you’re having trouble thinking of globally focused activity ideas connected to a global topic, the questions below may also help.



**GIVE IT MEANING**

How does this activity help youth realize a personal or local connection to the global topic?

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**CONNECT LOCAL AND GLOBAL**

How can the activity help young people connect a personal or local reality to what is happening elsewhere in the world?

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**PUT IT IN CONTEXT**

How can the activity help young people discover the geography and history of countries, cultures, and peoples related to the topic?

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TIME: 45 minutes
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• Help staff identify various types of and opportunities for global learning that can happen in the program</li> <li>• Help staff understand how to plan these types of global learning experiences for young people</li> </ul>
<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Charts prepared in advance (see “Step 3”)</li> <li>• Markers</li> <li>• “Global Leadership Performance Outcomes for Youth” handout</li> </ul>

## STAFF MEETING AGENDA 3:

### planning opportunities for global learning

**Note:** This staff meeting should be led after you/staff have collected some information from students about their needs and interests through a written survey, focus group, etc. Make sure to have that information on hand for this session.

#### **agenda**

##### STEP 1: (5 MIN)

Begin by introducing the idea that there are many different ways in which global learning can happen during the out-of-school time hours. We can plan activities that are globally focused, do global service-learning projects, or participate in exchanges to help young people expand their knowledge about and perspectives on world cultures, peoples, and global issues. Note that it is important for you to make the case to staff that you need to provide a wide variety of global learning experiences for young people to have a strong global learning program. Staff may initially feel overwhelmed about planning and leading new kinds of programming, but reassure them that you're not expecting them to prepare for these things overnight. They will have your full support and the support of each other to make these things happen.

##### STEP 2: (15 MIN)

Lead staff in a brainstorm of all of the types of global learning opportunities that can happen after school. Write their responses on a sheet of chart paper. If the group gets stuck, elicit things such as:

- Language workshops or clubs
- Field trips to museums or cultural organizations
- Community service projects that address a globally relevant issue
- Field trips to a community where there are opportunities to learn about a particular culture (such as a “Chinatown” or “Little Poland”)
- International exchange trips
- Virtual (online) exchanges
- Art/music/dance workshops or clubs focused on various cultural traditions from around the world
- Special events/celebrations/performances

Once the group has a good list, break staff into groups based on their role in the program. For instance, you might group staff together based on the age group they work with or their program focus (music, dance, academic enrichment, etc.).

## planning opportunities for global learning *(continued)*

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### STEP 3: (20 MIN)

Give each small group a sheet of chart paper with the following written on it:

#### GOALS

CATEGORY	NOW	THIS YEAR	NEXT YEAR
Staff/Volunteer Skills			
Partnerships			
Program Resources			
Student Interests			

Ask each small group to choose one example from the brainstormed list of types of global programming and do the following:

- Write 2–3 learning goals for young people. If you would like to focus these, then you may want to start by providing and reviewing the “Global Leadership Performance Outcomes for Youth” provided below, and encourage staff to choose learning goals from this list.
- Based on the assets the program currently has, in the “Now” column, brainstorm what the program has or can do now to plan this type of global learning opportunity for young people
- In the “This Year” column, write down what the program can develop or do over the coming year
- In the “Next Year” column, list what the program will have or be ready to do by next year

Give the groups about 10 minutes to work, and then ask the groups to come back together to share their lists with one another.

### 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’ll be coming back to this topic and talking more about how to implement some of these ideas.

#### NEXT STEPS:

Set a time for staff to do some concrete planning for the activities they want to do with young people. Encourage staff to tell you which of the ideas on the list they brainstormed during the meeting they would most like to do, and then ask them to present you with a plan for making it happen. You might ask them to take the time to put a plan in writing and then present it to you by the next staff meeting. Ask them to consider the following when they are researching their idea/writing the plan:

- Timing of the activity/trip
- Resources (including personnel) needed
- Cost
- Learning goals for young people

## HANDOUT

# global leadership performance outcomes for youth

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It is important for both staff and youth to understand what goals they are working towards in order to achieve global competence. While global learning is an ongoing process that can begin in early childhood, these outcomes should be seen as an “end goal” that young people who regularly participate in global learning activities should be able to attain by the end of high school. Youth may realize these goals through participation in a range of learning settings and learning experiences over multiple years.

### investigate the world

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Students can:

- ☐ identify global topics that matter to them and can generate valid research questions to help them explore those topics.
- ☐ conduct research on global issues using a variety of media formats and sources, including international sources (such as newspapers, websites, or first-person interviews).
- ☐ draw valid conclusions about global issues based on their research.
- ☐ develop an argument or position on global issues that considers multiple perspectives.

### recognize perspectives

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Students can:

- ☐ express their own perspectives and identify the perspectives of other people or groups, with respect to local and global issues.
- ☐ identify factors that influence their own and others' perspectives, such as their own personal experiences, religious beliefs, or other cultural influences.
- ☐ explain how interactions across cultures and between individuals with different perspectives can influence events.
- ☐ assess varying levels of access to information and resources throughout the world, and can express how that access impacts quality of life and perspectives about the world.

### communicate ideas

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Students can:

- ☐ recognize that people from diverse backgrounds perceive information differently, even when receiving the same information.
- ☐ listen to and communicate effectively, both verbally and non-verbally, with a variety of people from diverse backgrounds.
- ☐ select and use appropriate technology and media to communicate with diverse audiences.
- ☐ reflect on how effective communication can lead to collaboration and understanding.

### take action

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Students can:

- ☐ set short-term and long-term goals related to making a positive impact on local and global issues that matter to them.
- ☐ plan and carry out “action projects” based on research, and can articulate the potential impact of their actions.
- ☐ assess the impact of their actions on global issues.
- ☐ reflect on their role as an actor and advocate for global issues that matter to them.

Note: These Global Leadership Performance Outcomes are in draft form. They were created as part of Asia Society's International Studies Schools Network's Graduate Portfolio System (GPS), which is currently under development. The Global Leadership Performance Outcomes are meant to drive curriculum, instruction, and assessment in conjunction with similar performance outcomes describing criteria for global competence within the academic disciplines.

TIME: 1 hour 30 minutes
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• Help staff understand what thematic learning is and how it can be used as a tool to infuse global learning into all areas of their afterschool program</li> <li>• Help staff generate ideas for global learning themes</li> <li>• Help staff understand the importance of intentionally sequencing global learning activities to help young people build global competence over timelearning themes</li> </ul>
<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• “Introducing Thematic Learning” activity and related materials</li> <li>• “Sequencing Activities” activity and related materials</li> </ul>

## TRAINING PLAN 1:

# thematic planning and activity sequencing

## ACTIVITIES





***Facilitate the following activities, all provided below:***

- “Introducing Thematic Learning” (60 min)
- “Sequencing Activities” (30 min)

## NEXT STEPS:

Select a theme for your program for the upcoming semester or program year. Set aside a time for staff to reconvene to brainstorm and plan specific activities they can do that fit within that theme. This may require more than one session. As each staff member is planning the activities he or she will lead with young people, remind staff about the sequencing strategies they learned about during the training and encourage them to apply those strategies to their own planning.

Alternatively, you could ask each staff member to do this planning on their own and submit a written plan to you for feedback. As you review each plan, consider how well the sequence of activities will work in helping young people work toward building their global competence. Give each staff member feedback on their plan. If possible, meet with them individually to review and discuss their plans.

TIME: 60 minutes	
TYPE OF ACTIVITY Discussion	
ACTIVITY CATEGORY	   
Communication/Facilitation Activity Planning Program Planning Relationships/Partnerships	
TARGET AUDIENCE Directors/Coordinators, Line Staff	
OBJECTIVES <ul style="list-style-type: none"> <li>• Participants will understand what thematic learning is.</li> <li>• Participants will generate ideas for global learning themes.</li> <li>• Participants will learn how thematic learning can be used as a tool to infuse global learning into all areas of their afterschool programs.</li> </ul>	
MATERIALS <ul style="list-style-type: none"> <li>• “Introducing Thematic Learning” handout</li> <li>• Chart paper</li> <li>• Markers</li> <li>• “Interdisciplinary Topics and Global Themes” handout</li> <li>• “Thematic Learning Template” handout</li> <li>• “Global Leadership Performance Outcomes for Youth” handout</li> <li>• Pens</li> <li>• “Case Study: Latona School Associates” handout (optional)</li> <li>• “Case Study: World Savvy” handout (optional)</li> <li>• “Case Study: Global Kids” handout (optional)</li> </ul>	

## ACTIVITY

# introducing thematic learning

### procedure

#### INTRODUCTION

Define thematic learning as “an approach that uses a single topic (or theme) to connect activities from multiple subject areas or disciplines.” For example, environmental sustainability is a theme that can be explored through science, math, technology, history, literacy, and many other subjects. Explain that thematic learning can be a very effective tool for infusing global learning across an entire afterschool program.

#### ACTIVITY INSTRUCTIONS

Review the handout “Introducing Thematic Learning” with the group.

Ask the group for some examples of global themes they might choose to focus on in their programs. Write the responses on chart paper. To encourage new ideas or more ideas, ask the group to refer to the handout “Interdisciplinary Topics and Global Themes.” Ask participants to choose the theme they are most interested in and form a small group with others who are interested in the same theme.

Once the groups have been formed, tell participants they will be creating a plan for incorporating this theme into their afterschool program, using the “Thematic Learning Template” handout and referring back to the “Global Leadership Performance Outcomes for Youth” handout.

Give the groups about 20 minutes to work, then ask for volunteers to share their plans and receive feedback in the large group.

#### ! key point

- Because global themes are universal, they can naturally be addressed by looking at the issue only within the United States. If you see participants doing this, encourage them to continue and to connect the theme to not only local communities but global communities as well.

You may want to share the handouts “Case Study: Latona School Associates” (elementary), “Case Study: World Savvy” (middle and high school), and “Case Study: Global Kids” (high school) in case participants would like further examples of global learning themes can be integrated across multiple activities and aspects of a program.

#### CLOSING

Explain that while some thematic activities may happen across multiple program areas simultaneously, other activities may be part of a multisession unit or long-term project. It is important to consider the best way to sequence the various components of multisession activities and projects.

## HANDOUT

# introducing thematic learning

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*Thematic learning* is an approach that uses a single topic (or theme) to connect activities from multiple subject areas or disciplines.<sup>9</sup> A thematic approach to global learning affords young people opportunities for cohesive and holistic exploration of a particular subject from multiple angles, and opportunities to make global connections between the subject matter and their own lives.

- **Assess the interests** of both participants and staff when choosing a theme. Involve both young people and adults in the brainstorming process. Make clear to youth why the theme is relevant and important, and why it should be explored across various subjects.
- **Select a theme** that is specific enough to be meaningful but broad enough to be explored through many (if not all) of your program areas, which may include drama, sports, dance, music, art, literacy, wellness, and more.
- **Design thematic activities** with relevant and attainable learning objectives. Each activity should not only relate to the theme, but should move young people toward specific goals. You can use the Global Leadership Performance Outcomes for Youth to align the theme to specific outcomes across the program.
- **Create a concrete time frame** for the thematic “unit.” Consider planning a program-wide kickoff event or activity to formally introduce the theme, and a closing event or celebration to mark its completion and encourage youth to reflect on and/or share what they’ve learned.
- **Revisit your desired outcomes** throughout the thematic unit and after its completion. Empower staff to ask debrief questions after each activity to assess impact and mark young people’s progress toward the learning goals. Consider holding focus groups with youth during and/or after the thematic unit to assess engagement and identify future directions for learning.

9. Ron Fairchild, Brenda McLaughlin, and Jennifer Eden Brady, *Making the Most of Summer: A Handbook on Effective Summer Programming and Thematic Learning* (Baltimore, MD: Center for Summer Learning, 2006), 49. <http://www.summerlearning.org>.

## HANDOUT

# interdisciplinary topics and global themes

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Teaching for global competence involves ensuring that young people gain knowledge and understanding about specific issues, including critical issues of our times that are essential for all informed citizens to be familiar with. It is important to give young people opportunities to study these issues, analyze their impacts and implications, and bring forth creative potential solutions.

These are some critical issue areas you might use as global learning themes:

- Environmental Sustainability
- Population Growth and Transition
- Economic Systems and Development
- Global Conflict and Cooperation
- Health and Human Development
- Human Rights
- Cultural Identity and Diversity
- Technology in a Global Era

### suggested interdisciplinary topics for elementary students

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- **Where in the World ... ?** – Regions of the world, their cultures, histories, lifestyles, arts, etc.
- **Who's My Neighbor?** – The cultures of the people that make up the school, community, city, or nation
- **Why Move?** – Migration and immigration: causes, challenges, and impacts
- **What's for Dinner?** – Food, its origins and distribution, and the varying access people have to it
- **Our Interconnected World** – The environment: climate, life cycles, and connections between humans and the natural world
- **Where Do Products Come From?** – Producing, buying, selling, and exchanging the world's goods
- **How Can We Work It Out?** – Peacemaking and conflict resolution in young people's lives and around the world
- **Staying Healthy** – What keeps us healthy in a global world, and what health problems people face around the world
- **Why Make Art?** – How different cultures around the world and throughout time have used the arts to express their ideas, hopes and fears
- **What Does That Symbol Mean?** – The use of symbols around the world, including those in English and other languages, mathematics, graphic depictions, and symbolic representations

### suggested interdisciplinary topics for secondary students

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- **Climate Change** – The contributing factors to climate change, the threats it poses, and strategies to avert or reverse the most dangerous trends
- **Environmental Sustainability** – Why and how the current trajectory of human use of natural resources is unsustainable, and how sustainable systems of energy, land, and resource use can be implemented
- **Population Growth and Transition** – Causes and consequences of global population growth rates, especially in the poorest regions; the dynamics of international migration; and approaches to stabilizing growth rates and managing global migration at sustainable levels
- **Global Poverty** – The extreme poverty that one-third of the world's population lives in, its implications for the poor and for the rest of the world, and strategies for accelerating economic development
- **Global Conflict and Cooperation** – The roots of international conflict and war, and peaceful approaches to global problem solving
- **Human Rights** – The inherent dignity of all human beings, the threats posed by denying basic human rights to marginalized groups, and methods of ensuring human rights for all
- **Global Economics** – Economic and financial systems of the world: their differences, similarities, and interdependencies
- **Global Health** – Causes, remedies, and systemic impact of diseases, and the impact of globalization on disease spread



## HANDOUT

# global leadership performance outcomes for youth

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## CASE STUDY EXAMPLE

### latona school associates

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*Latona School Associates is a before- and afterschool program serving elementary students at Seattle's John Stanford International School. Learn more at <http://sites.google.com/site/latonaschoolassociates/>.*

Latona School Associates (LSA) is the before-school and afterschool program based at John Stanford International School (JSIS), an elementary school in Seattle, Washington. LSA seeks to create a learning environment, with JSIS, that respects and honors the whole child, fosters social skills, and provides experiential learning opportunities in a safe and nurturing environment. LSA's overarching goal is to serve JSIS by providing high-quality child care and augmenting the school curriculum with international and multicultural projects delivered by multilingual staff.

For Executive Director Maria Ling, this means consistently conveying to program staff and participants that we are all part of the same universe—no person, culture, or country can exist in isolation in today's world. Ling believes that gaining new knowledge of how the world works requires both staff and youth to get out of their comfort zone. Because this can be frightening, at LSA the focus is always on expanding your horizons to become a part of something bigger than yourself.

#### SCHOOL AND COMMUNITY PROFILE

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John Stanford International School is a K-5 elementary school serving the local community, although it draws students from across the city. JSIS offers an immersion program in Spanish and Japanese, and therefore children who are native speakers of these two languages are given preference for ad-

mission. The school also has a Bilingual Orientation Center, which is the first placement for 50–70 English Language Learners (ELL) students who come into the city from various countries. LSA's before- and afterschool program serves 100–150 children in any given year.

#### PROGRAM AND STAFFING STRUCTURE

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Children attend LSA's tuition-based program on a full-time or part-time basis five days per week and during school holidays and vacation. Students are grouped into afterschool "classrooms" with a staff-to-student ratio of 1:8 or less. Each LSA classroom has a staff lead who is responsible for writing curriculum standards, disseminating curriculum, and maintaining communication with parents. Additional staff assist the classroom lead and share in teaching responsibilities.

Children have leadership roles as well, and student choice is a core tenet of the program. Each month, students elect a "mayor" based on the 4<sup>th</sup> and 5<sup>th</sup> grade candidates' campaign platforms. Mayors attend weekly meetings to participate in curriculum planning. Mayors are given veto power they can use for one day during every 2–3 weeks to either choose or pass on an activity, based on the interests of the other students.

One of LSA's key accomplishments is consistently attracting highly qualified staff—most have BAs in education, and many have teaching certificates. LSA staff members are attracted to working in an internationally focused program based at an international school that is both rigorous and progressive. Staff members are given a good deal of buy-in and power because of LSA's close relationship to the school and the teaching

responsibilities involved in expanding the school day and continuing the same education.

Staff are selected based on their global skills, including language skills and subject-matter expertise. For example, current staff bring backgrounds in public health and science, arts education, behavior and social skills development, and environmental studies. Staff are encouraged to draw on their knowledge and collaborate with each other to create curricula.

#### CURRICULUM

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In every planning session, LSA staff review the school curriculum maps to tease apart what happens in every grade and decide how to create activities that will complement school learning and also engage young people. For example, if children are studying Australian ecosystems in school, then the afterschool program may focus on Aboriginal culture and the arts of Australia. LSA curriculum activities include:

- **Breakfast around the world** – Each classroom explores what different cultures eat for breakfast as a way to reinforce awareness of nutrition and science skills.
- **Disease and transmission** – Children look at the universal language of math and apply it to science to see how diseases happen throughout the world the same way.
- **Central figures of myth** – Classrooms study myths that have central figures who are repeated across many cultures (such as the five different renditions of the Cinderella fable) to practice reading skills. Children create their own myths to practice writing.

## case study: latona school associates *(continued)*

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- **Environmental conservation and stewardship** – Each classroom has its own identity that is related to endangered animals, such as sea turtles, pandas, and so forth. This allows each class to study life cycles and ecosystems through one in-depth example from another part of the world.

LSA staff collect samples of activities over the year and present a gallery walk in June as a culminating activity and a way to give back to the community. The event displays samples of activities from the beginning to the end of the year. Each classroom makes a dish, and parents bring potluck dishes to share.

### PROFESSIONAL DEVELOPMENT

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All the staff at LSA's before- and afterschool program, as well as all JSIS staff, come together for several days each August for training that includes topics such as cultural diversity and bias prevention, arts training, and more. LSA staff train JSIS staff on the Search Institute's 40 Developmental Assets. In addition, LSA staff are required to obtain 10–20 hours of continuing education each year.

### SCHOOL/AFTERSCHOOL RELATIONSHIP

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As part of the Community Alignment Initiative, overseen by Seattle School District's Office for Community Learning, LSA receives their lease rent-free as long as they abide by the requirements and expectations of the alignment initiative. To achieve this, each year the executive director of LSA works with the principal of JSIS to write an alignment plan that addresses their engagement on multiple levels, from behavior expectations for children to translation of the school district's standards of learning into in-school and afterschool activities. Curriculum maps are created to help LSA augment the school curriculum by offering homework support, immersion practices, and activities that complement in-school curriculum.

Maria Ling, Latona School Associates' Executive Director, says "engagement with the school administration is key. Collaboration is essential because you both serve the same community of children, although you may have a different focus and regulatory mechanisms. The first step is to identify opportunities for collaboration, but expanding that relationship is always a priority."

## CASE STUDY EXAMPLE

### world savvy

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*World Savvy is an afterschool provider for middle school– and high school–aged youth in San Francisco, New York City, and Minneapolis. Learn more at <http://www.worldsavvy.org>.*

World Savvy's mission is to educate and engage young people in community and world affairs. Their Global Youth Media and Arts Program (MAP) is an interdisciplinary global arts and media education program. Students develop content knowledge in program themes—for example, immigration and identity—while honing their skills for global citizenship, including critical thinking, multiple perspectives, and appreciation of diversity both locally and globally. The main goal of the program is to help students explore how global issues relate to their own experiences.

World Savvy aims to not only serve youth, but also empower and enable schools and afterschool programs to provide global learning. World Savvy works closely with educators and youth workers who apply to implement the MAP program, which takes place over several months. During this time, World Savvy facilitates and models a minimum of four workshops and/or field trips, which happen in school or after school, and then the participating educators lead additional workshops on their own from a World Savvy curriculum guide.

Through the workshops, students become able to understand a theme, find ways it is relevant in their lives, and then create art and media that express their perspectives on the theme. Students have completed projects in visual and performing arts, including film, spoken word, and theater production and photography, all of which are displayed in an end-of-year, city-wide exhibition.

As Executive Director Dana Curran Mortensen, “This is not arts for art's sake. Rather, it is about the generation of dialogue on timely and critical global themes. Arts and media are integrated in a rigorous program that is about the process more than the product.”

#### COMMUNITY PROFILE

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World Savvy's MAP was developed to provide global education to students who may not gravitate toward academic programs and often may not have access to or consider opportunities for global learning. In New York and San Francisco, World Savvy is currently serving 1,800 students in MAP programs. The ethnic and cultural diversity of participating youth mirrors that of the cities where they are located. Ninety percent are youth of color from low-income communities, and 50–60 percent are foreign-born immigrants or refugees. The schools World Savvy works with contain a range of socioeconomic, ethnic, and cultural diversity.

#### PROGRAM AND STAFFING STRUCTURE

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World Savvy's MAP programming focuses on experiential learning and helps students look around them to begin to explore themes such as immigration and identity. The program helps staff and youth understand that everything has a global connection—even when you start right where you are in your own place and space. Often, the program begins with a community audit or assessment. If the community is not diverse, staff encourage students to look into the history of the community for global connections. One of the key guiding questions is, what kinds of cultures and resources are here, and why?

Each World Savvy site takes an interdisciplinary approach, with educators helping youth lead projects developed around their interests. For example, youth in the World Savvy MAP program at a Bronx, New York, high school decided to explore their local community and identified a community center that helps support newly arrived immigrant families. The students went to the center and interviewed the staff of programs for immigrant children, then decided to use their arts skills to design T-shirts and other items for fundraising. In the process, the MAP students shared their knowledge of design and printmaking through a workshop with the immigrant students. At the end of the project, they exhibited the T-shirts in the World Savvy city-wide exhibition and sold them to raise funds for the community center.

#### CURRICULUM

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World Savvy has created an Immigration and Identity curriculum that forms the main framework of the program and is supplemented every year by the work generated by youth, educators, and youth workers. World Savvy plans to expand to new themes in future years, including sustainability issues to begin in 2011.

The MAP curriculum is designed to reach young people by helping them make personal connections to big, complex global themes. The program aims to meet both youth and educators where they are. It begins with seemingly simple activities that help young people identify and question their own world view. World Savvy's work builds not only local and global connections, but more importantly, personal and global connections. This requires a good deal of discussion to help young people identify not only their own world view but also what has informed

## case study: world savvy *(continued)*

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it, including aspects of family, immigration, history, environment, and more. World Savvy has found that this approach allows students to dive deep and think critically about complex global issues, and to develop viewpoints that will be valuable when these young people explore other issues.

### PROFESSIONAL DEVELOPMENT

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World Savvy teachers and afterschool coordinators offer a wide range of personal and subject-matter experience, including ancient civilizations, geometry, animation, media arts, and language arts. Each staff member commits to attend two full-day professional development workshops (MAPLabs) led by World Savvy and at least one 2-hour consulting session, during which staff map out their programs' scope and sequence and discuss how they will integrate content into teaching. The MAPLabs are designed to be flexible for people who may not be experts at employing arts and media in teaching. Rather, arts and media are used as vehicle and lens for tackling issues that are complex and difficult for students to discuss.

For that very reason, World Savvy spends a lot of time working with educators and youth workers on developing a safe space for global learning. A key tenet is to always assume good intentions from others; this helps engender a positive learning environment for diverse groups of students and educators as they explore sensitive themes together.

World Savvy emphasizes that there is no way for everyone to know everything about the world. No one afterschool program or school can house all the perspectives that are necessary for global learning. Therefore, educators are encouraged to look at the diversity of their community, the types of cultural and heritage institutions that exist, and to find community partners that reflect the demographics or have deep knowledge of specific aspects of the chosen theme. These partners also bring expertise from years of serving people directly affected by global issues.

"A commitment to providing global education does not have to be intimidating. Sometimes it can look a lot like what you are already doing, and can build on the rich diversity of the local communities we all inhabit," says Dana Curran Mortensen..

## CASE STUDY EXAMPLE

### global kids

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*Global Kids is an afterschool provider for high school-aged youth in New York City. Learn more at <http://www.globalkids.org>.*

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. 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, like all of Global Kids' programs, fuses leadership development with global education and civic engagement. This involves not only developing such 21<sup>st</sup> century leadership skills as critical thinking, problem solving, media literacy, communication, and project planning, but also exposing participants to global issues, the links between those issues and their own communities, and opportunities for action. The action component is a critical part of all programs, with youth designing and implementing scores of substantive service-learning projects on a range of global issues, and educating thousands of their peers annually.

In addition to weekly leadership workshops for all participants, Global Kids runs a variety of programs, including:

- **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 such topics as politics, environmental sustainability, and global conflict.

Global Kids serves more than 700 students directly five days a week through its afterschool programs, and thousands more are reached through peer education activities and online.

#### COMMUNITY PROFILE

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The majority of Global Kids' students attend schools with poor attendance and low graduation rates, in underserved and politically marginalized communities that face significant challenges from poverty, crime, and unemployment. The demographic mix differs according to each school, but is primarily African American and Latino.

#### PROGRAM AND STAFFING STRUCTURE

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As in most afterschool programs, Global Kids staff bring with them a

variety of experience levels in working with youth and a range of background knowledge in fields including education, international relations, political science, the arts, and sociology. Staff have at minimum a bachelor's degree, and many have advanced degrees. Prior to working for Global Kids, all staff must have demonstrated some interest in and passion for global issues, such as a study abroad experience, volunteer or internship work with an NGO, or participation in their campus Amnesty International chapter. This mix of different people and skills provides for a collaborative learning environment where content experts in international affairs may collaborate with theater educators to create new global learning projects or activities.

Global Kids Trainers and Senior Trainers co-facilitate activities. Each site has an average 2–5 staff and a staff-to-student ratio of 1:15 or less. Global Kids Youth Leaders have been with Global Kids for at least a year and can elect to serve as Junior Trainers and help coordinate and plan parts of the program. The Junior Trainers meet once a month with site staff to plan out Global Kids activities and the duties they will take on. In addition, two youth representatives serve on the board of the organization.

#### CURRICULUM

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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

## case study: global kids *(continued)*

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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.


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 that comes up during the year that staff and students want to address.

### SCHOOL/AFTERSCHOOL RELATIONSHIP

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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 pupil personnel support teams at the schools in which they work, and are seen as integral partners rather than providers of drop-in services.

TIME: 30 minutes
TYPE OF ACTIVITY Discussion
ACTIVITY CATEGORY Program Planning 
TARGET AUDIENCE Directors/Coordinators, Line Staff
OBJECTIVES <ul style="list-style-type: none"> <li>• Participants will learn the importance of intentionally sequencing global learning “units,” or multisession activities, to be most effective.</li> <li>• Participants will learn several strategies for how to sequence global learning units to help young people build global competence over time.</li> </ul>
MATERIALS <ul style="list-style-type: none"> <li>• “Strategies for Sequencing Activities” handout</li> <li>• “Sequencing Activities” handout</li> <li>• Pens</li> </ul>

## ACTIVITY

### sequencing activities

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#### *procedure*

#### INTRODUCTION

Explain that when carrying out a long-term project or an activity that will take place over multiple sessions, it is important to sequence the components in a thoughtful and intentional way.

#### ACTIVITY INSTRUCTIONS

Review the handout “Strategies for Sequencing Activities” with the group. Then, ask participants to work in pairs to complete the “Sequencing Activities” handout. Tell participants that they do not have to use every activity on the handout, but should use at least five of the activities in their proposed sequence. Give participants about 10 minutes to work in pairs, then ask for volunteers to share their suggested sequence. Discuss any differences of opinion about “correct” sequences, and assure participants that there are many effective ways to sequence activities.

#### CLOSING

#### **key point**

■ Explain to the group that there is more than one way to effectively sequence activities. The most important thing is to plan global learning activities in a thoughtful order. Staff should intentionally plan activity sequences that will most effectively build toward the outcomes they are looking to achieve.

## HANDOUT

# strategies for sequencing activities

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When working with young people on global learning activities or projects that take place over multiple sessions, it is important to sequence activities thoughtfully so that the process is age-appropriate and effective. Here are strategies for ordering the various components of an activity or project with various age groups.

### WITH YOUNG CHILDREN

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- **Move from personal to universal.** Start by exploring concepts as they relate to self and family, and then begin to explore how the concepts relate to children and families in other parts of the world.

### WITH PREADOLESCENTS

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- **Move from the familiar to the unfamiliar.** Start by exploring young people's existing knowledge and perspectives and move toward introducing new ideas and contrasting perspectives.

### WITH ADOLESCENTS<sup>10</sup>

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- **Move from the concrete to the abstract.** Start with concrete ideas and information that young people can easily grasp and move toward exploring more abstract concepts.

### WITH TEENAGERS

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- **Move from lower risk to higher risk.** Begin with activities and discussions that allow participants to maintain a safe personal distance and establish trust before challenging them to take risks (like adopting new perspectives or reconsidering existing beliefs and preconceptions).

10. The sequencing strategies for adolescents and teenagers were adapted with permission from OneWorld Now! (<http://www.oneworldnow.org>).

HANDOUT

sequencing activities

Choose at least five activities from this list of possible components for a global learning unit on the environment. Based on the suggestions in “Strategies for Sequencing Activities,” how would you sequence the activities you chose?

- a.**Students plan a school-wide recycling drive

**b.**Young people discuss how to reduce their carbon footprints

**c.**Youth compare the environmental impact of individuals in different countries around the world

**d.**Youth research key terms like global warming, climate change, sustainability, etc.

**e.**Young people document environmental issues in their own community to contribute to an international slideshow organized by Greenpeace
- f.**Youth create sculptures out of materials that would otherwise be trash (e.g., empty milk containers, egg cartons, cardboard tubes, etc.)

**g.**Young people do self-assessments of their own impact on the environment

**h.**Students research the consequences of global warming on the planet as seen over the last several decades

**i.**Youth conduct a community survey on how citizens feel they can impact their environment—both positively and negatively
- j.**Students create, as “homework,” family plans for reducing their family’s environmental impact

**k.**Students write letters to a local politician with suggestions for “greening” the local community

**l.**Young people create a public awareness campaign about reducing impact on the environment, targeted toward peers their age around the world and delivered via the Internet and email

suggested sequence

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TIME: 1 hour 50 minutes
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• Help staff identify multiple ways that young people can apply their global competence in their communities.</li> <li>• Move staff toward an understanding of the importance of empowering young people to make the connection between global competence and taking action.</li> <li>• Prepare staff to work with youth to plan a community-based project that is based on young people's needs, interests, and concerns.</li> </ul>
<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• “Considering What it Means to Take Action” activity and related materials</li> <li>• “Identifying What Matters to Young People” activity and related materials</li> <li>• “Global Learning Project Planning Form” handout</li> <li>• “Global Learning Activity Planning Form” handout</li> <li>• “Taking Global Learning a Step Further” activity and related materials</li> </ul>

## TRAINING PLAN 2:

# planning community projects with youth

## ACTIVITIES




*Facilitate the following activities, all provided below:*

- “Considering What it Means to Take Action” (15 min)
- “Identifying What Matters to Young People” (60 min)
- Review handouts “Global Learning Project Planning Form” and “Global Learning Activity Planning Form” (15 min)
- “Taking Global Learning a Step Further” (20 min)

## NEXT STEPS:

Ask staff who will be planning and leading projects with youth to set a timeline for planning their projects. When will they start? Ask them to lead the consensus-building activity with young people as they get started on picking a project topic, which is outlined in the handout “What Matters to Young People: Instructions for Facilitation with Youth” provided below.

Once they have had a chance to do this initial planning work with youth participants, reconvene staff and ask them to report back on their experience facilitating the activity. Provide staff with planning time where they work individually or in small groups on planning the structure of their project. Remind them to use the “Global Learning Project Planning Form” provided below as a guide.

TIME: 15 minutes	
TYPE OF ACTIVITY Discussion	
ACTIVITY CATEGORY Activity Planning Program Planning Relationships/Partnerships	  
TARGET AUDIENCE Line Staff	
OBJECTIVES <ul style="list-style-type: none"> <li>Participants will understand the importance of empowering young people to make the connection between global learning and taking action.</li> <li>Participants will define multiple ways that young people can apply their global learning in their communities.</li> </ul>	
MATERIALS <ul style="list-style-type: none"> <li>"Global Leadership Performance Outcomes for Youth" handout</li> <li>Chart paper</li> <li>Markers</li> <li>"What Is Global Service Learning?" handout (optional)</li> </ul>	

## ACTIVITY

### considering what it means to "take action"

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#### *procedure*

#### INTRODUCTION

Review the "Global Leadership Performance Outcomes for Youth" handout with participants and point out that a key aspect of global competence is the ability to take action.

#### **! key point**

- Discuss with the group that the first step toward enabling young people to make an impact on the world around them is to empower them to see themselves as "actors" on the world stage. Encourage participants to reinforce this concept with youth in every aspect of global learning activities and plans.

#### DISCUSSION

Ask the group to discuss this question: "Once young people have participated in global learning after school, what kinds of things can they do to apply that learning?" Elicit answers like: doing independent research; sharing what they've learned with others (through events and/or peer education); doing action projects to improve their local communities (service learning); connecting with people across the world, including via technology (exchange projects); and exploring new careers (internships and apprenticeships). Write all the group's responses on chart paper.

#### CLOSING

#### **! key point**

- Emphasize that the term *action projects* can encompass a wide range of activities appropriate to the young person's interests and concerns. Remind participants to be open to the multiple ways young people can apply global learning in the "real world." The key to global learning is to make projects and activities relevant to young people's personal lives and local communities, while reinforcing global competence.

You may want to introduce the group to the concepts in the "What Is Global Service Learning?" handout.

## HANDOUT

# global leadership performance outcomes for youth

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It is important for both staff and youth to understand what goals they are working towards in order to achieve global competence. While global learning is an ongoing process that can begin in early childhood, these outcomes should be seen as an “end goal” that young people who regularly participate in global learning activities should be able to attain by the end of high school. Youth may realize these goals through participation in a range of learning settings and learning experiences over multiple years.

### investigate the world

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Students can:

- ☐ identify global topics that matter to them and can generate valid research questions to help them explore those topics.
- ☐ conduct research on global issues using a variety of media formats and sources, including international sources (such as newspapers, websites, or first-person interviews).
- ☐ draw valid conclusions about global issues based on their research.
- ☐ develop an argument or position on global issues that considers multiple perspectives.

### recognize perspectives

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Students can:

- ☐ express their own perspectives and identify the perspectives of other people or groups, with respect to local and global issues.
- ☐ identify factors that influence their own and others' perspectives, such as their own personal experiences, religious beliefs, or other cultural influences.
- ☐ explain how interactions across cultures and between individuals with different perspectives can influence events.
- ☐ assess varying levels of access to information and resources throughout the world, and can express how that access impacts quality of life and perspectives about the world.

### communicate ideas

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Students can:

- ☐ recognize that people from diverse backgrounds perceive information differently, even when receiving the same information.
- ☐ listen to and communicate effectively, both verbally and non-verbally, with a variety of people from diverse backgrounds.
- ☐ select and use appropriate technology and media to communicate with diverse audiences.
- ☐ reflect on how effective communication can lead to collaboration and understanding.

### take action

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Students can:

- ☐ set short-term and long-term goals related to making a positive impact on local and global issues that matter to them.
- ☐ plan and carry out “action projects” based on research, and can articulate the potential impact of their actions.
- ☐ assess the impact of their actions on global issues.
- ☐ reflect on their role as an actor and advocate for global issues that matter to them.

Note: These Global Leadership Performance Outcomes are in draft form. They were created as part of Asia Society's International Studies Schools Network's Graduate Portfolio System (GPS), which is currently under development. The Global Leadership Performance Outcomes are meant to drive curriculum, instruction, and assessment in conjunction with similar performance outcomes describing criteria for global competence within the academic disciplines.

# HANDOUT

## what is global service learning?

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By Deborah Agrin

Service learning goes beyond volunteering or fundraising. It has explicit learning objectives and involves real-world skills and critical analysis. As service learning has taken root in schools and afterschool programs, its primary focus has been local and national.

However, an examination of global issues can motivate greater understanding of and involvement in local issues, and vice versa. If you already have a service component to your program, consider the global implications of the issues you already address. Or, help youth identify causes that are inherently global, such as protecting the environment, rebuilding after natural disasters, assisting those in poverty, or expanding educational opportunity, and create local projects that take into account global perspectives and implications.

Global learning programs can help youth connect local issues that concern them with the people, communities, and countries facing the same issues. Give young people the chance to consider how they want to make a difference in the world, and provide background knowledge as appropriate to ground the learning and help them make informed choices. Remind students always to respect the people and causes they are taking on. Youth should see themselves not as heroes setting out to rescue victims, but as citizens who share an equal part in the challenges and responsibilities of a global age.

### FIVE CHARACTERISTICS OF HIGH-QUALITY SERVICE-LEARNING PROJECTS

It is important to provide structure, focus, and clear learning objectives for knowledge acquisition as young people embark on international service projects. Educators and researchers have identified the following five characteristics of effective community service and service learning:<sup>11</sup>

#### 1. Sustained Involvement

The guidebook published by the Corporation for National and Community Service recommends that student service activities, to benefit the students and the community, should last for a minimum of 40 hours per school year.

#### 2. Connection to Curriculum and Academic Standards

Aligning service programs with specific learning objectives not only helps make explicit to students the lessons and practices to be learned, but also transforms service learning into a performance-based assessment tool for demonstrating mastery of school, district, or state standards across all areas of the curriculum. In an ever-shrinking world, every service-learning opportunity should help students develop the habits of mind for recognizing the global implications of every action, no matter how local.

#### 3. Student Leadership

In order to foster leadership, responsibility, and accountability, students should be given the opportunity to strategize and make decisions at every stage of a service project, from as-

sessing community needs to planning activities to implementing a program.

#### 4. Strong Community Partnerships

Service programs designed to address real community needs, identified by both students and community members, help strengthen community relationships and create a foundation for sustainable, effective and sustainable projects.

#### 5. Reflection Activities

Reflection activities—such as class debriefings, journal writing, presentations, or other organized analytical exercises—enable youth to think critically about their service experiences and evaluate possible causes and solutions to issues that arose. Reflection activities should help students consider the local, regional, national and global impact of their actions.

Reflection questions may be as simple as asking “What did you discover about ... ”

- **Yourself?** How has volunteering and helping the community changed you?
- **Your community?** How have you changed the community?
- **Your world?** How are community issues connected to global issues, and vice versa?

### RESOURCES TO HELP YOU GET STARTED

The organizations below offer assistance on issues ranging from effective practices to project ideas, from curriculum resources to teacher training and professional development:

11. Adapted from Stephanie Bell-Rose and Vishakha Desai, *Educating Leaders for a Global Society* (New York: Asia Society, 2005), 30–35, [http://www.asiasociety.org/files/GSF\\_EducatingLeaders.pdf](http://www.asiasociety.org/files/GSF_EducatingLeaders.pdf) (accessed February 2, 2010); Corporation for National and Community Service, <http://www.nationalservice.gov>; and Daniel Weiler, Amy LaGoy, Eric Crane, and Abby Rovner, “Executive Summary: An Evaluation of K-12 Service-Learning in California. Phase II Final Report,” (Sacramento, CA: California Department of Education, July 1998), <http://www.cde.ca.gov/ci/cr/sl/execsummary.asp> (accessed February 2, 2010).

## what is global service learning? (continued)

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### **National Service-Learning Partnership**

<http://www.service-learningpartnership.org>

The National Service-Learning Partnership is a leadership organization that works with its 7,300 individual and organizational members to promote and strengthen service learning at the elementary, middle, and high school levels. On the site can be found policy, advocacy, and teaching resources as well as links to other national service-learning organizations.

### **National Service-Learning Clearinghouse**

<http://www.servicelearning.org>

The National Service-Learning Clearinghouse serves as an online library and resource center for service learning in kindergarten through 12th grade, higher education, community-based initiatives, and tribal programs. Among other features, the site offers sample service-learning curricula, academic research on the impact of service learning, assessment and evaluation tools, links to funding sources, and a program directory.

### **National Youth Leadership Council**

<http://www.nylc.org>

NYLC has led the development of nationally accepted standards for K-12 service-learning practice, and is helping implement and improve service-learning programs around the world. The National Service-Learning Conference draws nearly 3,000 attendees from around the world for three intensive days of speakers, workshops, and networking. Their Growing to Greatness program is an ongoing national project that publishes research on the state of K-12 service-learning. NYLC also has series of professional development programs, including the Generator School Network.

### **Corporation for**

#### **National and Community Service**

<http://www.nationalservice.gov>

The Corporation for National and Community Service was created by Congress in 1993 to expand opportunities for service for people of all ages and backgrounds through Senior Corps, AmeriCorps, and Learn and Serve America. The website provides general resources on service-learning programs as well as specific information on grants.

### **Students in Service to America**

<http://www.studentsinservicetoamerica.org>

Students in Service to America, a site sponsored by the National Service-Learning Clearinghouse, provides general background information on service learning as well as specific tools and resources geared more toward educators and program developers. The resources are broken down to the following subcategories: getting started, finding help, civic and character education links, national organizations that work with youth, afterschool programs, nonprofit service clubs and organizations, and recognition programs.

### **FIND INSPIRATION!**

The organizations listed above are good sources for project ideas and can offer suggestions for ways to form partnerships with the local community. In addition, the following organizations all offer internationally oriented service opportunities or serve as information clearinghouses for other organizations that do implement such programs.

### **buildOn**

<http://www.buildon.org>

### **Earthwatch Institute**

<http://www.earthwatch.org>

### **Global Citizen Corps**

<http://www.globalcitizencorps.org>

### **Global Youth Action Network**

<http://www.youthlink.org>

### **Habitat for Humanity**

<http://www.habitat.org>

### **Heifer International**

<http://www.heifer.org>

### **Human Rights 101**

<http://www.thirteen.org/edonline/hr101/>

### **Idealist.org Kids and Teens**

<http://www.idealists.org/kt/>

### **Youth Volunteer Network**

<http://www.networkforgood.youthnoise.com>

### **New Global Citizens**

<http://www.newglobalcitizens.org>

### **One World Youth Project**

<http://www.oneworldyouthproject.org>

### **What Kids Can Do**

<http://www.whatkidscando.org>

### **Youth Service America**

<http://www.ysa.org>

Finally, see Barbara A. Lewis's book *The Teen Guide to Global Action: How to Connect with Others (Near & Far) to Create Social Change*. (Minneapolis: Free Spirit Publishing, 2008.)

TIME: 60 minutes
TYPE OF ACTIVITY Modeling/Demonstration Consensus Building
ACTIVITY CATEGORY Communication/Facilitation Activity Planning Relationships/Partnerships
TARGET AUDIENCE Line Staff; can also be facilitated with young people. See “What Matters to Young People: Instructions for Facilitation with Youth”
OBJECTIVES <ul style="list-style-type: none"> <li>Participants will learn a technique for identifying the issues most important to young people.</li> <li>Participants will learn a technique to help a group of young people build consensus.</li> </ul>
MATERIALS <ul style="list-style-type: none"> <li>Index cards</li> <li>Markers</li> <li>Tape</li> <li>Small stickers</li> <li>“What Matters to Young People: Instructions for Facilitation with Youth” handout (optional)</li> </ul>

## ACTIVITY

# identifying what matters to young people

### procedure

#### INTRODUCTION

Tell the group that it is important to involve young people in planning action projects, but that agreeing on a project focus can be challenging. Tell them that the technique that will be modeled in this activity is a way to build consensus and start the planning process.

#### ACTIVITY INSTRUCTIONS

Ask the group, “How do you define community?” Take a few responses, and try to move the group toward a definition of community that all members can agree upon. The definition might be a school community, a block, a neighborhood, or an entire city or town.

Give each participant a stack of index cards and a marker. Ask everyone to think of answers to the question “How can we improve our community?” Ask for volunteers to share a few answers off the tops of their heads. If participants struggle, tell them that answers can be specific project ideas (like giving workshops on “going green” to elementary school classes) or more general concepts (like cleaning up litter in their community). Have participants write down their ideas, one idea per index card.

Give participants a few minutes to write down ideas. Then ask everyone to come to the front of the room and tape the cards up on the blackboard or wall.

Next, tell participants to look at all of the ideas written on the cards and, *without speaking*, move the cards into clusters of similar ideas grouped together. Explain that not everyone will agree on where the cards should go, and that cards may get moved more than once. Give the group a few minutes to do this. When you think everyone has finished, or when time is up, ask participants to return to their seats.

Pick one cluster of cards to begin with and read all of the ideas in the cluster out loud to the group. Ask participants if they can all agree that the cards belong together. If there are strong objections, move cards around until everyone seems satisfied. Once the group seems comfortable with the cluster, ask participants to come up with a title (or category) for this cluster. For instance, if all of the cards in a cluster are related to the environment, “environment” might be the title. As long as it seems relevant, any title is okay. Write the title down on another index card, and tape it above the corresponding cluster.

Repeat this process for each cluster. Continue to move any cards that seem out of place, based on feedback from the group. Make sure to give each cluster a title.

Once the group is satisfied, explain that participants will now have a chance to vote on which category to focus on. Give each participant 4–5 small stickers. Tell them that each sticker counts as one vote. They will vote by placing a sticker on the card with the name of the category they are most interested in (not on specific cards within that cluster). They may vote for a particular category as many times as they like, even using all of their stars on one category if they like.

Allow participants to vote, then tally the votes and announce the results.

## identifying what matters to young people *(continued)*

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### DEBRIEF

Explain that the group now has a focus for planning an action project. The cards within the cluster are ideas to use as jumping-off points, or participants can create new ideas related to the chosen category.

### CLOSING

#### **! key point**

- Explain that this activity is not only a useful tool for reaching consensus, but also a starting point for helping young people make connections between issues that concern them locally and the broader global impact of those issues.

### FACILITATION WITH YOUTH

Discuss the use of this consensus-building process with young people. Ask participants to share some ideas about how they might facilitate this process with young people. What could staff do to make an activity like this appropriate for various age groups?

Explain that the next step in the process would be to brainstorm a list of activity ideas and vote on them in a similar way until a specific project has been chosen. Tell participants that detailed directions for conducting this activity with youth can be found in the handout “What Matters to Young People: Instructions for Facilitation with Youth.”

#### MATERIALS

- Index cards
- Markers
- Tape
- Small stickers

## HANDOUT

# what matters to young people: instructions for facilitation with youth

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Below are some suggestions for facilitating the activity “What Matters to Young People” with young people in your program. This activity is a helpful tool for brainstorming and selecting project ideas.

## PROCEDURE

Explain that you're going to lead the group in an activity to create a list of topics for an action project that the group will do together. Everyone's opinion will be heard, and at the end of the activity, the group will end up with a list of specific project ideas to choose from.

To begin, ask the group, “How do you define community?” Discuss whether we think of our community as our school, a block we live on, a whole neighborhood, or an entire city or town. Move the group toward a definition of community that is inclusive of all participants.

Give each participant a stack of index cards and a marker. Ask everyone to think of answers to the question “How can we improve our community?” Ask for volunteers to give a few answers off the tops of their heads. If they struggle, tell them that answers can be specific project ideas (like giving workshops on “going green” to elementary school classes) or more general ideas (like cleaning up public spaces). Have participants write down several ideas, one idea to an index card.

Give participants a few minutes to write down their ideas. Then ask everyone to come to the front of the room and tape the cards up on the board or wall.

Next, tell participants to look at all of the ideas on the cards and, *without speaking*, move the cards into clusters of similar ideas grouped together. Explain that not everyone will agree on where the cards should go, and that cards may get moved more than once. Give the group a few minutes to do this. When you think everyone has finished, or when time is up, ask participants to return to their seats.

Pick one cluster of cards to begin with and read all of the ideas in the cluster out loud to the group. Ask participants if they can all agree that the cards belong together. If there are strong objections, move cards around until everyone seems satisfied. Once the group seems comfortable with the cluster, ask participants to come up with a title (or category) for this cluster. For instance, if all of the cards in a cluster are related to the environment, then “environment” might be the title. As long as it seems relevant, any title is okay. Write the title down on another index card, and tape it above the corresponding cluster.

Repeat this process for each cluster. Continue to move any cards that seem out of place, based on feedback from the group. Make sure to give each cluster a title.

Once the group is satisfied, explain that each person will now have a chance to vote on which category to focus on. Give each participant 4–5 small stickers. Tell them that each sticker counts as one vote. They will vote by placing a sticker on the card with the name of the category they are most interested in (not on specific cards within that cluster). They may vote for a particular category as many times as they like, even using all of their stars on one category if they like.

## **what matters to young people: instructions for facilitation with youth *(continued)***

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Allow participants to vote, then tally the votes and announce the results. Explain that the group now has a focus for planning an action project. The cards within the cluster are ideas to use as jumping-off points, or the group can create new ideas related to the chosen category.

Next, brainstorm a list of activity ideas and vote on them in a similar way until a specific project has been chosen.



### **DEBRIEF**

If anyone is feeling left out or disappointed that their preferred topic or project idea wasn't selected, reassure them that the group may end up doing more than one project. Encourage young people to take action on their own as well. Perhaps they can bring their project idea to other youth groups they are involved with outside your program. Just because this group isn't doing a particular project, it doesn't mean that individual young people (and their friends) can't decide to take action on their own! Encourage young people to take responsibility for acting on the issues they care about

Ask the group what it was like to participate in the brainstorming process. Was it fun? Was it frustrating? Why? Ask why they think you did this activity with them, rather than just telling them what the project would be. Elicit the idea that it is important for young people to have a choice in the kinds of projects they do after school and to determine how they can make a difference in the world around them. Remind them that your role as the adult is to be supportive and help guide them to explore the topics they are interested in, but not to take control.

### **OTHER SUGGESTIONS**

- As an alternative to using index cards as described above, young people could take photographs, make artwork, or make a collage of images that illustrates the need for improvement in their community (however they choose to define it).
- Young people could do a poetry slam as a fun way to get into the question of how to improve their community. They could begin their poems by using a prompt like "My community needs ... " (a bath, trash cans, a safe way to walk to school, Internet, a bus, me).

TIME: 20 minutes	
TYPE OF ACTIVITY Discussion	
ACTIVITY CATEGORY Activity Planning, Relationships/Partnerships	 
TARGET AUDIENCE Line Staff	
<b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>Participants will be introduced to a series of questions they can ask themselves and their program's participants before and after an action project to assess the project's impact on the local and global community and on young people's learning.</li> <li>Participants will identify ways to begin planning youth-centered action projects.</li> </ul>	
<b>MATERIALS</b> <ul style="list-style-type: none"> <li>"Guiding Effective Youth Action" handout</li> <li>"Examples of Global Action Projects" handout (optional)</li> <li>"Global Learning Project Planning Form" handout</li> </ul>	

## ACTIVITY

# taking global learning a step further

## *procedure*

### INTRODUCTION

#### **! key point**

- Explain that the number of possible action projects can seem overwhelming, and that staff should help young people think carefully about the issue they care about most and what actions will have the most effect. Remind the group that as afterschool staff, they should also be mindful of selecting projects that will contribute most to young people's development of global competence.

### ACTIVITY INSTRUCTIONS

Review the handout "Guiding Effective Youth Action" with the group.

Ask participants to choose one of the project ideas that was shared by the group in the previous activity, and discuss some ways to get started. Participants should use the questions on the "Guiding Effective Youth Action" handout as a guide for this discussion (see particularly the section of the handout under the heading "Questions to Ask Before the Action Project").

Give participants about 10 minutes to talk. Ask for volunteers to share their ideas with the large group, and encourage the other participants to contribute ideas about how the proposed action project might impact the local and global community as well as young people's learning.

You may want to have a brief discussion on how to use the "Guiding Effective Youth Action" handout and its "Questions to Use After the Action Project" to assess learning. Also consider referencing the handout "Examples of Global Action Projects."

### CLOSING

Reinforce the idea that action projects, like any other activity, should focus on specific learning outcomes for young people to achieve, and that the projects should be carefully designed to meet those outcomes. You may want to provide the "Global Learning Project Planning Form" handout.

## HANDOUT

# guiding effective youth action

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### questions to ask before the action project

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The answers to these questions will help you and the young people you work with determine the most effective and appropriate action to take:

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- **What are the facts** about this issue?
- **Who is impacted** by this issue in our community and around the world?
- **What action has been taken** on this issue, and what lessons can be learned for future action in our community and around the world?
- **How can we connect** with national and international organizations, events, and media about this issue?
- **Who are the stakeholders** who can influence how this issue is addressed in our community and around the world? (These are typically people with money and/or power at an institutional level.)
- **What and where is the greatest need?**
- **What are the potential consequences** of our actions on individuals, cultures, institutions, and ecosystems? (Have we considered both intended and unintended consequences?)
- **Who else can we mobilize** to become aware or take action on this issue?

### questions to ask after the action project

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These questions will help you determine if the project was successful and identify lessons learned that might apply to future projects:

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- **Relevance** – Did the project address an issue that is important both locally and globally? Were young people able to articulate the personal and societal significance of the issue?
- **Research** – Did youth use a variety of international sources to learn about this issue, including websites, news articles, and books? Did they conduct their own research, perhaps via polling or interviews, on how this issue impacts their community? Are their conclusions based on a solid knowledge base?
- **Analysis** – Did the project thoroughly examine the issue as well as evaluate lessons learned from actions already taken on this issue? Did the project present informed assumptions, ideas, and conclusions on how to take action?
- **Perspective** – Did the project consider the issue, and its possible solutions, from multiple perspectives? Did young people consider how multiple perspectives interact to influence how the issue is or is not currently being addressed?
- **Implementation** – Was the project collaborative, creative, and effective? Did young people meet their goals and demonstrate leadership abilities?
- **Impact** – Did the project inspire others? (How can you tell?)



## HANDOUT

# examples of global action projects

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### MAKING ACTION PROJECTS AGE-APPROPRIATE

Consider how action projects can be designed to be developmentally appropriate and meet the learning needs of young people of different ages:

#### *for younger youth*

##### water conservation

Good Shepherd Services staff at New York City's Public School 79, a site supported by The After-School Corporation (TASC), created a series of experiences to help their 8-year-olds understand water conservation. The students learned that water is a finite and shared resource by comparing the amount of water a person in the United States uses with the amount of water used by a person in a developing country. Then the students joined the World Water Day March and walked a "water mile" to experience firsthand how people in the world must adapt when without access to clean running water. The participants translated their learning to their own water conservation practices and educated their parents, teachers, and peers through posters and performances, including a rap about water. Note: Older youth may grasp the reality of water scarcity more quickly, and be ready to take on larger-scale research or action projects that propose solutions to the water crisis.

#### *for older youth*

##### building with books

The Building with Books program at the Marble Hill School for International Studies in the Bronx, New York City, encourages students to investigate contemporary issues, such as sustainability, health, human migration, and the environment, from multiple perspectives—while fulfilling core global history and geography curriculum requirements. Students raise money by participating in related service-learning projects. The funds raised—and the new knowledge and experiences—are put toward a culminating trip to a developing country where students help build a school.

### GLOBALIZING ACTION PROJECTS

Consider how you could globalize, or add a global focus to, the youth action projects described below<sup>15</sup>:

##### recycling project

Four students wanted to address their school district's need for a recycling program. They studied energy use across the school district to develop a plan to make schools more efficient. Then, they brought their recommendations to the school board—in collaboration with the district superintendent, who was acting as community partner/mentor for the project.

15. These examples of Extended Learning Opportunities (ELOs) pursued by high school youth in New Hampshire were provided by PlusTime NH.

## examples of global action projects *(continued)*

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As part of their research, the students visited recycling facilities, researched energy alternatives, conducted surveys, and created sample educational materials. They conducted field trips to learn how other schools and facilities handled recycling, and attended school, city, and community board meetings. They spoke with vendors about the cost-benefit issues of different recycling plans, and developed materials and strategies to educate other students and their community and to raise awareness of the need to recycle.

As part of the group's learning and assessment, students journaled their experience and research, wrote reports, worked on collaborative efforts such as presentations, and created educational materials to promote the program and raise awareness. The group made presentations to school classes, community groups, their Expanded Learning Opportunity team, and the school board. As of the 2009-2010 academic year, these students' high school has a formal recycling program that is run and led by students. The students involved in the action project received credit in environmental science and civics.

### community dress exchange

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Three students started a dress rental business at their high school. The idea began with a student who had been unable to attend a dance due to the cost of buying a dress. The student-run business now offers dresses at low cost for peers having trouble affording attire for school dances. The project involved researching how to start a business and working with local businesses and shops to obtain dress donations. The group received seed money from Youth Venture, an organization that funds youth-led projects that address a community need. The students planned and wrote a grant application to Youth Venture as part of their project. The high school now operates a full-service attire-rental shop that is run and managed by students. The students who launched the project received credit in social studies and economics.

# HANDOUT

## global learning project planning form

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PROJECT SUMMARY	
<b>Project Description</b>	
<b>Global Leadership Focus Area</b>	<input type="checkbox"/> Investigate the World <input type="checkbox"/> Communicate Ideas <input type="checkbox"/> Recognize Perspectives <input type="checkbox"/> Take Action
<b>Program Focus Area</b> (ie, Literacy, Health & Well-ness, Visual Art, etc.)	
<b>Age Group</b>	
<b>Number of Participants</b>	
<b>Duration</b> (Number of weeks, number and duration of sessions)	
<b>What question will young people explore?</b>  (This should be a compelling, globally focused question. Ideally, it will be an open-ended question without a single or easy answer.)	
<b>What final “product” are young people working towards?</b>  (What will young people make, present, or perform as a culmination of the project?)	
<b>Who will help you plan and/or facilitate the project?</b>  (Consider afterschool and school-based staff as well as school leaders, families, partner organizations, community experts, and guest speakers)	