

## DOMAIN 4

### **program delivery**

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

“A program that successfully builds global competence in youth harnesses a variety of teaching and learning methodologies, including project-based learning, field trips and community-based projects, virtual and in-person international exchange, internships, apprenticeships, and mentorships, and others. Throughout all these learning opportunities, staff connect youth with resources, including information, materials, people, and places, to facilitate global learning.”

This section addresses how to help staff deliver high-quality, effective, globally-focused programming after school. One of the most important aspects of effective program delivery is the interaction between line staff and youth participants. Staff must be able to maintain a safe space for youth participants to explore global topics and model effective, respectful communication between and among themselves and participants. This section also addresses how to help staff find new resources to help them effectively lead global programming.

## how to build relationships throughout the program that support global learning

Reinforce the message to staff that no one is an expert on everything when it comes to global competence. Everyone has something to contribute, but no one knows everything. For that reason, everyone's contributions to activities and discussions should be valued. Since staff play an important role as global learning role models for young people, it is important to communicate this message to them informally and formally (during professional development opportunities) so that they can reinforce the same message with youth



## RESOURCE

### how to assemble resources for global learning

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Leading globally focused programming requires staff to effectively communicate with participants and provide a safe space to explore complex global issues and topics. Beyond that, though, staff need information and resources to equip them to lead global learning activities and projects.

It is important to explore the existing resources and assets of your program, but you may find that there are additional resources staff will need in order to effectively deliver global programming. You can find a comprehensive list of resources for programs in the “Global Learning Resources” handout (provided below). Before you explore the list, however, you’ll want to identify what kinds of resources are needed.

As a first step, consider your program’s global learning goals. What kinds of resources will you need in order to meet them? Whether you’re looking for curriculum, reference materials, language learning resources, literature, film, or other things, there are myriad resources available. Here are some questions to ask yourself to get you started:

<i><b>Do staff need resources for...</b></i>	<i><b>If so, look at the section of the global learning resources list called:</b></i>
Incorporating current world events into program activities?	Global Issues and Current Events
Leading activities and discussions around diversity and global ethics?	Global Citizenship and Ethics
Helping youth learn from others who are taking action, or take action themselves, on global issues around the world?	Youth Action Worldwide
Helping youth use media to explore global topics?	Global Youth Media or International Film in Education
Connecting youth with peers and others from around the world?	Online Global Learning and International Exchange
Activity planning and connecting with colleagues around global learning?	Global Educator Resources
Globalizing your program’s literacy component?	International Children’s Literature
Providing youth with opportunities to learn languages other than English?	World Language Learning

## HANDOUT

### global learning resources

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These are just some of the many organizations and programs you can tap for global content, curriculum materials, professional development, and other resources.

#### GLOBAL ISSUES AND CURRENT EVENTS

##### **Wide Angle**

<http://www.pbs.org/wnet/wideangle/>

Media programming from PBS offers specific international-affairs reporting through current-affairs documentaries. The site offers K-12 lesson plans on contemporary world issues and viewing guides for the documentaries.

##### **Frontline/World**

<http://www.pbs.org/frontlineworld/educators/>

This is a fast-paced international newsmagazine program, with a personal, “back-pack-journalism” style that students find highly engaging. Each segment features three discrete programs about various world issues with educator resources to support classroom usage.

##### **NewsHour Extra Online**

<http://www.pbs.org/newshour/extra/teachers/world/>

The website of PBS’s NewsHour with Jim Lehrer has teacher resources on world news and current events.

##### **Heifer International**

<http://www.heifer.org>

This aid and service organization provides educator resources on issues of sustainability and sustainable development, access to the Global Village in a number of their learning centers, and the opportunity to create learning programs in schools, including their popular catalog of “alternative gifts” which provide livestock to families in developing countries.

##### **Youthink!**

<http://youthink.worldbank.org/>

A group of young people at the World Bank created this website in response to youth questions about development. Their goal is to help students stay in touch with the issues that shape our world. As they state, “We’re not telling you what to think; we’re offering another perspective and the latest facts. You need to decide how you are going to make a difference in your community and your world.”

#### GLOBAL CITIZENSHIP AND ETHICS

##### **Facing the Future**

<http://www.facingthefuture.org/>

Facing the Future’s mission is to develop young people’s capacity and commitment to create thriving, sustainable, and peaceful local and global communities. The organization offers curriculum resources on global issues and sustainable solutions, including textbooks, lesson plans, and thematic units that contain both lessons and student readings; professional development and consulting for pre-service and in-service teachers and for departments, schools, districts, and states; and information and opportunities for action projects and service learning.

## global learning resources *(continued)*

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### ***Institute for Global Ethics***

<http://www.globalethics.org/services-for-the-education-community.php>

Today's students need to learn how to navigate a world in which an individual's decisions can have global consequences. IGE's education department focuses on whole-school culture shifts to promote the permeation of ethics on every level.

### ***Teaching Tolerance***

<http://www.tolerance.org>

A project of the Southern Poverty Law Center, this organization has many resources to help all age groups, teachers, and parents explore issues around discrimination, tolerance, major events that change history, and action steps that can be taken.

## YOUTH ACTION WORLDWIDE

### ***TakingITGlobal***

<http://www.tigweb.org>

TIGed, TakingITGlobal's education program, provides rich, interactive learning experiences designed to improve students' global-citizenship, critical-thinking, and leadership skills—experiences that bring the world to students and prepare students for the world. It provides an online community around global issues and problem solving as well as tools and resources for educators, including step-by-step action planning guides for students around global service initiatives and global challenges.

### ***New Global Citizens***

<http://www.newglobalcitizens.org>

This innovative program combines the passion, connectivity, and resources of Generation Y with solutions from grassroots social entrepreneurs around the world to create change on a global scale. Young people—anywhere in the United States—can start an NGC Team on their high school campus. Once formed, teams select one of NGC's global partner projects and set goals around three main objectives: (1) to educate their community about the challenges faced by their partner project, (2) to advocate on behalf of a pressing global issue, and (3) to raise the financial resources necessary to effect real change.

### ***Roots & Shoots***

<http://www.rootsandshoots.org>

This program of the Jane Goodall Institute inspires young people through community service and service learning. With tens of thousands of young people in almost 100 countries, the Roots & Shoots network connects youth of all ages who share a desire to create a better world. Young people identify problems in their communities and take action.

## GLOBAL YOUTH MEDIA

### ***Adobe Youth Voices***

<http://www.adobe.com/aboutadobe/philanthropy/youthvoices>

Demonstrating the power of technology to engage middle school– and high school–age youth, Adobe Youth Voices (AYV) provides breakthrough learning experiences using video, multimedia, digital art, web, animation, and audio tools that enable young people to explore and comment on their world. AYV has compiled a variety of free and low-cost resources to help integrate youth media into classrooms or out-of-classroom programs.

## global learning resources *(continued)*

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### **Global Action Project**

<http://www.global-action.org>

Since 1991, Global Action Project (G.A.P.) has worked with young people, specifically those most affected by injustice, to build the knowledge, tools, and relationships needed to produce thought-provoking media on issues that affect them and their communities—and use their media for dialogue and to build community power.

### **Listen Up! Beyond Borders**

<http://www.listenup.org/projects/beyondborders>

As a network for young filmmakers, Listen Up! gave the green light to 15 youth teams worldwide to produce short documentaries about the most important questions of our time. The Beyond Borders project offers the films on DVD along with associated curriculum materials.

### **What Kids Can Do**

<http://www.wkcd.org>

What Kids Can Do promotes perceptions of young people as valued resources, not problems, and advocates for learning that engages students as knowledge creators and not simply test takers. What Kids Can Do brings youth voices to policy debates about school, society, and world affairs through publications and multimedia projects created by youth worldwide.

### **Youth Media Exchange**

<http://www.ymex.org>

Youth Media Exchange is a collaborative project created by TakingITGlobal and Global Kids, in association with Asia Society. It is an online social network for youth interested in using digital media tools to share information on major global issues.

## ONLINE GLOBAL LEARNING AND INTERNATIONAL EXCHANGE

### **One To World**

<http://www.one-to-world.org>

One To World brings together U.S. students and students from around the world to share their lives and perspectives in life-changing ways—face-to-face. The organization connects international students or scholars studying at New York City universities with local classrooms to increase understanding and learning.

### **Panwapa**

<http://www.panwapa.com>

An interactive website designed by Sesame Workshop, Panwapa provides a safe space for students to learn about the world, other cultures, and other languages. It is an interactive social network for younger children, with activities and games that support global learning.

### **Global Kids**

<http://www.globalkids.org>

Global Kids' mission is to educate and inspire urban youth to become successful students and global and community leaders by engaging them in global issues and leadership experiences through a variety of programs both in classrooms and online.

## global learning resources *(continued)*

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### **Challenge 20/20**

<http://www.nais.org/resources/index.cfm?ItemNumber=147262>

Challenge 20/20 is an Internet-based program that pairs classes at any grade level (K-12) from schools in the U.S. with their counterpart classes in schools in other countries; together the teams (of two or three schools) tackle real global problems to find solutions that can be implemented at the local level and in their own communities. Challenge 20/20 is sponsored by the National Association of Independent Schools but is available to all elementary and secondary schools in the United States.

### **O Ambassadors**

<http://oambassadors.org/global>

This program, Sponsored by Oprah Winfrey's organization, connects young people in North America with people around the world to create lasting change by working toward the UN Millennium Development Goals. Participants address problems such as hunger, poverty, and limited access to education.

### **UNICEF Voices of Youth**

<http://www.unicef.org/voy/>

Voices of Youth is guided by the UN's Convention on the Rights of the Child, which ensures young people's rights to participate in decision-making processes, to express opinions freely, and to be equipped with the knowledge and skills they need to bring about change in their own lives and in their communities. The site offers a safe and supportive global cyberspace within which youth can explore, discuss, and partner with each other on issues related to human rights and social change.

### **Rafi.ki**

<http://www.rafi.ki>

At Rafi.ki, schools find international partners from more than 1,450 schools from more than 113 countries. Rafi.ki's team of facilitators helps schools work with existing partners as well as find new ones. The site offers safe video- and audio-conferencing, email, instant messaging, and online forums for students and teachers around the world. There is also a constantly updated bank of educational projects, such as the Climate Change Project and the Darfur Project, with lesson plans and interactive resources covering all areas of the curriculum.

## GLOBAL EDUCATOR RESOURCES

### **OXFAM Education**

<http://www.oxfam.org.uk/education/gc>

Oxfam's Educating for Global Citizenship program provides free resources on global citizenship to educators, including philosophy, development sequence, classroom activities, and best practice examples.

### **World Savvy**

<http://www.worldsavvy.org>

This nonprofit is engaged in three major initiatives: Global Youth Media and Arts, Global Educators, and the World Affairs Challenge. Many World Savvy initiatives are free or very low cost. In addition, their free newsletter is rich with ideas for bringing global issues into the classrooms, and their monthly *Global Affairs Monitor* provides detailed briefings on international issues with suggestions for classroom use.

## global learning resources (*continued*)

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### ***TeachGlobalEd.net***

<http://www.teachglobaled.net>

This website supported by Ohio State University offers rich K-12 teaching resources on areas of the world as well as global perspectives, global systems, global issues, and global and international studies.

### ***Global Learning Portal***

<http://www.glp.net>

This site encourages connections between educators and global development organizations in areas throughout the world. The site is rich with resources and links as well as opportunities to connect with authentic global experiences.

### ***Waters Foundation***

<http://www.watersfoundation.org/>

This foundation sponsors the Systems Thinking in Schools initiative and provides educators with learning opportunities for developing systems-thinking concepts, habits, and tools for use in classroom instruction and school improvement. These concepts and tools help students (and teachers) address the complexity of everyday occurrences and global challenges through identifying and understanding patterns of behavior and change over time.

### ***TeachUNICEF***

<http://www.teachunicef.org/>

This site helps teachers engage students as active global citizens in learning about UNICEF—the United Nations Children’s Fund—and its efforts on behalf of children worldwide.

## INTERNATIONAL CHILDREN’S LITERATURE

### ***International Children’s Digital Library***

<http://en.childrenslibrary.org/>

This free online resource offers a wide assortment of children’s literature from around the world—in a digitized format that can be used in classrooms or that individual students can use on their computers.

### ***The United States Board on Books for Young People***

<http://www.usbby.org>

The United States Board on Books for Young People (USBY) serves as the U.S. national section of the International Board on Books for Young People (IBBY), which was founded to promote international understanding and goodwill through books for children and teenagers. USBY and IBBY publish bibliographies of international books and select an annual list of Outstanding International Books.

### ***Words Without Borders***

<http://www.wordswithoutborders.org/>

*Words Without Borders* is an online magazine dedicated to global literature in translation. It includes lesson plans, book reviews, and author interviews.

### ***Worlds of Words (WOW)***

<http://wowlit.org/>

This online database of international books includes strategies for locating and evaluating culturally authentic international literature. Publications include contributions written by educators and critical reviews.



## **global learning resources** *(continued)*

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### INTERNATIONAL FILM IN EDUCATION

#### ***Global Film Initiative***

*<http://www.globalfilm.org>*

This organization uses global films to promote cross-cultural understanding, and can provide extensive educational support materials to assist educators in using these world films with students.

#### ***Journeys in Film***

*<http://www.journeysinfilm.org>*

Journeys in Film broadens global learning through the combination of age-appropriate films from around the world and interdisciplinary classroom materials designed to develop 21st century academic skills. The program uses film as a window to help students in U.S. classrooms mitigate attitudes of cultural bias and racism, develop a deeper understanding of global issues, and prepare for effective participation in the world economy.

### WORLD LANGUAGE LEARNING

#### ***STARTALK Institutes***

*<http://startalk.umd.edu/>*

The STARTALK summer institutes, a project of the federally funded National Security Language Initiative, make instruction in Arabic, Chinese, Hindi, Persian, and Urdu more available nationally for students at all grade levels. The program also provides additional training for teachers of these critical languages.

#### ***Concordia Language Villages***

*<http://www.concordialanguagevillages.org/newsite/index.php>*

A 50-year-old language- and cultural-immersion program, Concordia Language Villages, in the North Woods of Minnesota, pursues a vision of peace and understanding by introducing learners to the languages and cultures of the world in a camplike, language-immersion setting.

## CASE STUDY EXAMPLE

### horizon activities centers, cleveland, OH

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The Horizon Activities Centers, which consists of nine school- and community-based sites serving 750 school-aged youth in the greater Cleveland, OH area, is an example of the benefits of fully embracing the global learning concept during the summer. The program serves a diverse population of students, 70% of whom are low-income, from a former steel town that has seen both drastically decreasing economic opportunity as well as dramatically increasing immigration over the past 30 years.

The program started with a global theme through its summer program, and then expanded the theme to its afterschool programs in the fall for children from preschool through 8th grade. This past summer, each youth group chose a country and learned about its culture, language, and history. The focus was on how we're all the same around the world, but yet within those commonalities, we are all very different. For example, we all have homes, language, and food, but there is enormous variety within each of these.

At Horizon Activities Centers Summer Camp, the standard configuration was to offer lessons linked to a field trip each week. One summer, each week focused on an aspect of culture and globalization. The students studied cooperation by examining different games from around the world and differences in how they are played. Agriculture was explored through a cooking club that looked at ingredients

and where they come from, and how agricultural products are exported and imported from/to Ohio.

A lesson on transportation and world commerce provided the opportunity to rethink the traditional field trip to the Steamship Mather, a Great Lakes steamship that once shuttled between Cleveland's steel mills and the iron ranges in Minnesota. Previously the field trip to the steamship focused on science concepts like water displacement, but as Gail Rottari, Educational Services Assistant Director, said, "It wasn't connected to anything." This year, the field trip was reconceived as an opportunity to talk about water displacement in the context of deep-water ports and what it takes to move trade, both on the Great Lakes as well as across the world's oceans. Students learned about today's global intricate supply system and how these shipping routes enable Ohioans to provide exports, like corn, to the world, as well as receive products from the world.

Horizon Activities Centers found they were able to make the case for how global learning could strengthen their program across all three priority areas of their funder, Ohio's Department of Education's 21st Century Community Learning Centers: academic achievement, youth development, and parent engagement. As Executive Director David Smith states, "We didn't leave behind what we've always done. Global learning is a framework that tied everything together."

TIME: 50 minutes
<b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Help staff identify ways to infuse global learning into existing program activities</li> <li>• Help staff infuse global learning into multiple program areas</li> </ul>
<b>MATERIALS</b> <ul style="list-style-type: none"> <li>• “Globalizing Activities” activity and related materials</li> </ul>

## STAFF MEETING AGENDA 1:

### providing global learning activities in innovative ways

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#### ***agenda***

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

Begin by explaining to staff that providing global learning opportunities for young people doesn’t necessarily always involve planning from scratch, but may simply require a change in mindset. We can look at the things we’re already doing and look for ways to globalize program offerings. A lot of this has to do with how we decide to present and communicate with young people about the activities and experiences they’re taking part in.

##### STEP 2: (40 MIN)


Facilitate the activity “Globalizing Activities” provided below. (Note: This is only one step in the process. After completing this activity, proceed to Step 3 below.)

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

Wrap up by thanking staff for participating. Make sure to set a date for the next staff meeting and encourage staff to continue thinking about ways to globalize the program. Remind them that the way we communicate with young people and how we frame activities is as important in helping youth build global competence as the content of the activities.

#### NEXT STEPS:

In this session, staff practiced globalizing sample activities. As a follow-up, ask staff to look at their existing activity plans and look for ways to globalize them. If possible, meet with staff individually or set aside time at the next staff meeting for staff to present a “before” and “after” of an actual activity plan. Remind them that they may not need to make many changes to the content of the activity itself. Instead, they can look for ways in which to explain the activity in a global context.

TIME: 40 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 identify ways to infuse global learning into existing program activities.</li> <li>• Participants will identify ways to infuse global learning in multiple ways across entire program areas.</li> </ul>
MATERIALS <ul style="list-style-type: none"> <li>• “Globalizing Activities” handout</li> <li>• Pens</li> <li>• “Infusion Strategies for Integrating Global Learning” handout</li> <li>• “Integrating Global Learning” handout</li> </ul>

## ACTIVITY

### globalizing activities

#### *procedure*

#### INTRODUCTION

Explain to participants that they need not always create completely new activity plans to bring more global learning into their programs. There are ways to make existing program activities more global.

#### ACTIVITY INSTRUCTIONS

Ask participants to look at the sample activity descriptions in the “Globalizing Activities” handout. Explain that these activities, as they are written now, do not have a global focus. Have participants work in pairs or groups of three to choose one of the sample activities, review the description closely, and look for opportunities to make the activity more globally focused. They should also look for ways to modify the activity to be appropriate for the age group they work with.

Give the small groups about 5 minutes to work, then ask for volunteers to share their ideas with the large group.

Next, review the “Infusion Strategies for Integrating Global Learning” handout with the group.

#### **! key point**

■ Introduce the “Infusion Strategies for Integrating Global Learning” handout by explaining that infusion of global learning can happen in multiple places and in multiple ways across a program. Stress that participants should not feel they need to globalize everything at once. This handout will provide some strategies for getting started at multiple levels.

Ask participants to break into groups based on their program area (e.g., sports, wellness, literacy, art, etc.). Participants who do not work within one specific program area, or who are the only participants present who work within a particular program area, can complete this activity individually or choose another group to work with.

Ask participants to work together as a group to complete the “Integrating Global Learning” handout. They will brainstorm a list of activities they have done or plan to do with young people. These should be general activities that do not have a particular global focus. Each group should come up with as many activities as possible, then choose one from their list and work together, using the worksheet as a guide, to come up with some ways to turn it into a global learning activity.

Give the small groups about 10 minutes to work. Then, ask for some of the groups to share with the large group.

#### CLOSING

Discuss any specific challenges faced in globalizing activities and brainstorm, as a large group, ways these challenges could be addressed.

HANDOUT

**globalizing activities**

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Review the activity ideas below. For each, list some ways of globalizing it, or giving it a more global focus.



**PERCENTAGES**

Break participants into small groups, and give each group 100 small, multicolored objects (like paper clips). Ask if anyone knows what a percentage is. Explain that percentage means the number of parts per hundred. Ask if anyone knows what 50 percent of 100 is equal to. When someone correctly guesses 50, ask how he or she arrived at that answer. Mention that percentages correspond to fractions. Ask if anyone can name a fraction that is equal to 50 percent (1/2, 2/4, 4/8, etc.). Ask the group to figure out what percentage of the paper clips are red, blue, and green (or whichever colors correspond to the ones you’re using).

Globalize this activity by:

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**TERRARIUMS**

Give each young person an empty 2-liter plastic bottle, some soil, rocks, and seeds, small seedlings (plants), and/or moss. Help participants to measure about 6 inches up from the bottom of the bottle, use a marker to draw a circle around the circumference of the bottle at the 6-inch mark, and cut the bottle at the line. Tell the group to place their stones in the bottom of the bottle, followed by the soil. Then tell them to place all of the other items (seeds, seedlings, moss) on top. Next, they will water the soil until it is damp (not saturated). The last step is to place the top part of the bottle back on (with the top part on the outside and the bottom part on the inside). Make sure to place the terrariums near a window so they get sunlight.

Globalize this activity by:

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**ACROSTIC POEMS**

Give each participant a sheet of paper and pen or pencil. Ask participants to write their names vertically down the left-hand side of their papers. Explain that they are going to write an acrostic poem—a poem made up of words or phrases that must each begin with one of the letters on the page. The first word or phrase of the poem should begin with the first letter of the writer’s name. Each word or phrase in the poem should describe the writer in some way. Give participants a few moments to write, and then ask for volunteers to share their poems with the group.

Globalize this activity by:

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## HANDOUT

# infusion strategies for integrating global learning

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### ACTIVITY LEVEL

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- **Replace** an example or a piece of content in an activity with one from another country or culture.
- **Augment** an activity with a globally oriented extension project.
- **Transform** an activity by aligning an existing goal or outcome for the activity with one of the Global Leadership Performance Outcomes.
- **Create** a new globally focused activity that helps young people learn about a country, culture, or issue they would likely not be exposed to through their program, school, or community.

### PROGRAM LEVEL

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- **Replace** one activity or project with a globally focused activity or project.
- **Augment** one of your program themes or long-term projects by adding an activity or project that is globally focused.
- **Transform** your existing activities by aligning current program goals and youth outcomes to the Global Leadership Performance Outcomes.
- **Create** a new global mission and vision for your program that will influence all policies, activities, partnerships, and events.

## HANDOUT

# integrating global learning

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Think of some activities you have done or plan to do with young people. These should be activities that do not currently have a global focus. Write down some examples here:

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Next, choose one of the activities you listed above and identify some strategies for infusing it with global learning:

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1. How could you **replace** an example or piece of content in this activity with one from another country or culture?

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2. How could you **augment** the activity with a globally oriented extension project?

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3. How could you **transform** the activity by aligning its goals with Global Leadership Performance Outcomes?

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4. Finally, which **Global Leadership Performance Outcomes** (Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action) could you focus on to create a new activity? How would these outcomes align with your overall learning goals for the program?

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TIME: 30 minutes
<b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Help staff understand how to take a local issue and connect it to the larger world</li> <li>• Help staff understand how to take global issues and connect them to their local community</li> </ul>
<b>MATERIALS</b> <ul style="list-style-type: none"> <li>• “Connecting Local to Global—and Global to Local” activity and related materials</li> </ul>

## STAFF MEETING AGENDA 2:

### **making connections between local and global**

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#### ***agenda***

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

Begin by explaining to staff that an important aspect of global competence is developing an awareness of the connections that exist between what’s happening in our local community and what’s happening in the larger world. This is a particularly important point for young people to grasp as they start learning about the world around them and participating in globally-focused programming and community projects so that they can clearly see the relationships that exist between what’s happening at home and what’s happening in the rest of the world.

##### STEP 2: (40 MIN)

Facilitate the activity “Connecting Local to Global—and Global to Local” provided below. (Note: This is only one step in the process. After completing this activity , proceed to Step 3 below.)

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

Wrap up by thanking staff for participating. Make sure to set a date for the next staff meeting and encourage staff to continue thinking about (and helping young people to see) the connections between the local community and the larger world.

#### **NEXT STEPS:**

Ask staff to review their plans for upcoming community action projects to be sure that they link to larger global issues. At the next staff meeting, ask staff to share their project plans and present their ideas for how to connect the local project or topic to a global issue. You might ask staff to review their project plans with young people to get their input on what global connections exist, particularly for staff working with older youth.



TIME: 20 minutes
TYPE OF ACTIVITY Discussion
ACTIVITY CATEGORY Communication/Facilitation Activity Planning Relationships/Partnerships
TARGET AUDIENCE Line Staff
OBJECTIVES <ul style="list-style-type: none"> <li>Participants will understand how to take a local issue and connect it to the larger world.</li> <li>Participants will understand how to look at global issues and connect them to their local communities.</li> </ul>
MATERIALS <ul style="list-style-type: none"> <li>“Connecting Local to Global—and Global to Local” handout</li> <li>“Local Projects—Global Connections” handout</li> <li>Pens</li> <li>Chart paper (optional)</li> <li>Markers (optional)</li> <li>“Types of Global Action Projects” handout</li> </ul>

## ACTIVITY

# connecting local to global— and global to local

### procedure

#### INTRODUCTION

Explain that an important part of facilitating global learning is helping young people to make connections between local issues within a community and broader global issues and themes.

#### ACTIVITY INSTRUCTIONS

##### ! key point

- Explain that when considering how to make global connections, it is important to first identify relationships to build on. A key question to ask is “Who else around the world is affected by the issues, concerns, and trends that affect our community?” and vice versa: “How does this global issue, concern, or trend affect our community?”

Review the handout “Connecting Local to Global—and Global to Local” with the group. Review the set of questions at the bottom of the handout.

Next, ask each participant to find a partner to work with and complete the handout “Local Projects—Global Connections.” Each pair should brainstorm examples of possible local projects that young people could do. (If participants have completed the consensus-building activity “What Matters to Young People” they might include examples related to that topic.) Then, for each project idea, participants should write down an idea for how young people could link that local project to the larger world around them to achieve a global impact. Give participants a few minutes to work with their partners, then ask for a few volunteers to share with the large group. Make a list on chart paper of the global connections and impacts you hear so the group can refer back to them in the next activity.

##### ! key point

- Encourage participants to brainstorm connections that go beyond researching a local topic on a global level. Conducting general research on global hunger as a connection to a visit to the local soup kitchen, for example, may be relevant to the topic of hunger in general but not necessarily meaningful to young people or their community. However, if young people begin to research the causes and proposed solutions to hunger in another community across the globe that is similar to theirs, then the research is manageable and relevant.

As the group is sharing examples, you may need to prompt participants to think about how to identify global connections that are specific and relevant (e.g., a foreign community facing the same problem as the local community). Remind participants that the goal is to focus on young people taking action in their own lives, in the community, and globally—so push staff to think of examples that will take young people beyond the program and enable them to make a real impact.

After the group is done sharing, review the handout “Types of Global Action Projects” with the group and identify additional project examples

#### CLOSING

Remind participants that helping young people make global connections through action projects takes intentional planning, as with any project. However, the bridges young people will build between their lives and the rest of the world can have a profound impact on their learning and their future.

## HANDOUT

### connecting local to global—and global to local

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The major political, environmental, economic, health, and other challenges facing countries and communities today are not confined within their borders. All of these challenges have local implications and require international solutions. Consider these facts:

- There are an estimated one million young people in the United States who have a close friend or relative serving in Iraq or Afghanistan—and yet 88 percent of U.S. high school students cannot find Afghanistan on a map.<sup>12</sup>
- On some days, almost one-third of the air over Los Angeles and San Francisco can be traced directly to Asia. Often this air is polluted with dust particles generated from factory exhaust and deforestation from Asia, among other causes.<sup>13</sup>
- H1N1, or “swine flu,” was first detected in April 2009 in Veracruz, Mexico. In only a little over 2 months, by June 11 of that same year, the World Health Organization declared the outbreak a global pandemic.<sup>14</sup>

When helping young people make connections between local and global issues, consider these questions:

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|---|--|
| <ul style="list-style-type: none"><li>• <b>How is our community connected to global trends?</b> These trends could be related to the environment, the global economy, public health, international conflicts, and so forth.</li><li>• <b>What does our community have in common with others around the world?</b> Consider similarities in geographic location, natural resources, demographic diversity, and so forth.</li></ul> | <ul style="list-style-type: none"><li>• <b>How are personal experiences in our community connected to universal experiences?</b> These could include challenges such as violence, poverty, and homelessness or positive experiences such as artistic traditions, rituals, and celebrations.</li><li>• <b>What are some of the familiar aspects of all cultures, and how are they addressed similarly or differently in our community and in communities around the world?</b> Examples of familiar aspects of culture include food, clothing, and shelter.</li></ul> |
|---|--|

12. *National Geographic-Roper Public Affairs 2006 Geographic Literacy Study* (New York: GfK NOP, 2006).

13. Robert Lee Hotz, “Huge Dust Plumes from China Cause Changes in Climate,” *Wall Street Journal*, July 20, 2007. [http://online.wsj.com/public/article/SB118470650996069354-buQPf\\_FL\\_nKivopk\\_GzCmNOq8\\_20070818.html?mod=tff\\_main\\_tff\\_top](http://online.wsj.com/public/article/SB118470650996069354-buQPf_FL_nKivopk_GzCmNOq8_20070818.html?mod=tff_main_tff_top) (accessed February 2, 2010).

14. Margaret Chan, “World Now at the Start of 2009 Influenza Pandemic,” World Health Organization, [http://www.who.int/mediacentre/news/statements/2009/h1n1\\_pandemic\\_phase6\\_20090611/en/index.html](http://www.who.int/mediacentre/news/statements/2009/h1n1_pandemic_phase6_20090611/en/index.html) (accessed February 2, 2010)

## local projects—global connections

global connections

*To extend the local project idea globally, young people could research water pollution and its effect on communities worldwide. They identify a community similar to theirs where water pollution is an issue and research the impact this pollution has had on the community and any steps taken to address it. The global impacts and solutions young people discover can be included in the letters to local officials. As an extension, young people could reach out to a school in the community they studied to share their learning and discuss potential strategies to combat water pollution together.*

## HANDOUT

# types of global action projects

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### EVENTS AND CELEBRATIONS

Program events, which can be designed and led by young people, can showcase global skills and knowledge to parents and community members. These events are most effective when they provide youth with leadership roles and are used as culminating activities after in-depth explorations of countries and cultures relevant to young people in the program. Examples of such events include:

- **Community meals** with food from different cultures
- **Celebrations of holidays** that are observed in other countries or cultures
- **Art, music, or theater performances** that present traditions from other countries or cultures
- **Media showcases** where students show their photos, video, or other multimedia projects about global topics
- **Poetry or story readings** that feature ideas and topics from other countries or cultures
- **Multicultural fairs or expositions** that highlight cross-cultural artifacts and knowledge

### PEER EDUCATION

With peer education, young people share their global skills and/or knowledge with other young people. Examples of such projects include:

- **Media or guest-speaker nights** where a youth group presents a film or other media presentation, or invites a speaker on a global topic, country, or culture they have studied. Young people can create advertisements and recruit an audience, introduce the topic, then facilitate a group discussion with speaker and audience after the main event. This type of project can be expanded into a youth-led conference with multiple speakers, workshops, and events for a youth audience from across the school, community, or even state.
- **Public awareness campaigns** on global issues. Young people can select an issue, determine the target audience, and educate and inspire their peers and others to take a specific action on a global issue—through announcements for school or local radio, posters, advertisements, or online awareness campaigns. Start by screening successful public service advertisements (PSAs) from the Ad Council and other places to get the creative juices flowing.
- **Youth-created global learning activities** can be created by older youth and shared with peers or younger children. Examples include creating children's books about a global topic or culture and reading them at a local elementary school, learning games from other countries and leading them with peers or children at a local community center, and creating plays or other performances about a global topic, country, or culture for peers or younger children.
- **Youth “ambassadors”** of a specific country or culture can take responsibility for introducing other countries and/or cultures to their peers. Young people can visit other programs or classrooms to facilitate activities and help peers or younger students learn. This type of project can be expanded to include role-playing or simulations where the youth ambassadors represent the country or culture around a specific situation or issue. (Model UN is an example of this idea.)

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

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### COMMUNITY-FOCUSED PROJECTS

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Community-focused action projects may look like typical service-learning or volunteer projects but have a global focus. Examples of such projects include:

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- **Creating an asset map** of global connections, resources, and expertise in the community that can be leveraged for global learning and action.
- **Providing resources to help a global cause** through food/clothing/toy drives, penny drives, or charity events (see the website of the US Fund for UNICEF, <http://www.unicefusa.org>, for ideas).
- **Participating in a service project** that connects local and global by learning about an issue globally and taking action on the issue locally. Projects can be designed around global action days, such as Earth Day (April 22) or World AIDS Day (December 1). As an extension, youth can connect with international organizations taking action on the issue globally.

### ONLINE EXCHANGES

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If your program has access to Internet technology, exchange projects can connect young people directly with peers in other countries for online collaboration around shared concerns. Examples of such projects include:

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- **Collecting evidence or information** to contribute to a global research project (for examples, look up the GLOBE or JASON science projects online)
- **Joining online discussions** about global issues with young people worldwide, via message boards or chats (for examples, look up Voices of Youth or TakingITGlobal)
- **Creating photo slideshows, podcasts, or videos** about a community, culture, or issue and sharing and discussing with youth in other countries (for examples, look up Youth Media Exchange)
- **Writing news articles** about local and global issues for international exchange (young people can start their own international newspaper and/or contribute to PEARL World Youth News, created by iEARN and the Daniel Pearl Foundation)

TIME: 30 minutes
<b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Help staff learn why debriefing is important in leading global learning activities</li> <li>• Provide staff with strategies for debriefing global learning activities</li> </ul>
<b>MATERIALS</b> <ul style="list-style-type: none"> <li>• “Debriefing Global Learning Activities” activity and related materials</li> </ul>

## STAFF MEETING AGENDA 3:

### debriefing global learning activities

#### *agenda*

#### STEP 1: (5 MIN)

Begin by explaining to staff that a critical step in leading global learning activities is debriefing them at the end. It can be tempting when an activity or event is over to skip this final step, but it is crucial to give young people the time and space to reflect on their experience and process what they learned. Debriefing with youth is also important for staff to help them continue to improve practice as activity leaders.

#### STEP 2: (20 MIN)


Facilitate the activity “Debriefing Global Learning Activities” provided below. (Note: This is only one step in the process. After completing this activity, be sure to proceed to Step 3 below.)

#### 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 expect them to start (or continue) debriefing the global learning activities they do with young people. If possible, offer them a chance to report back at the next staff meeting about how the strategies introduced today are working for them.

#### NEXT STEPS:

Consider conducting observation or coaching sessions with staff to help them integrate the strategies they learned during the staff meeting. You can do this for all staff or offer this as a source of support for staff who feel they need assistance with facilitation. Set up a time to meet with staff in advance of the observation to find out what, if anything, they’d specifically like your feedback on so you can watch for it during your observation. While you’re observing, make note of what’s working well, which specific debrief strategies the staff person used during the session, and any suggestions you have for improvement. Meet with the staff person again after the session to discuss their reflections and yours.

TIME: 20 minutes
TYPE OF ACTIVITY Discussion
ACTIVITY CATEGORY Communication/Facilitation Activity Planning 
TARGET AUDIENCE Line Staff
OBJECTIVES <ul style="list-style-type: none"> <li>• Participants will learn about the importance of debriefing to effective global learning.</li> <li>• Participants will discover strategies for debriefing global learning activities.</li> </ul>
MATERIALS <ul style="list-style-type: none"> <li>• “Debriefing Global Learning Activities” handout</li> <li>• “Global Leadership Performance Outcomes for Youth” handout</li> <li>• “Role of Afterschool Staff in Facilitating Global Learning” handout</li> </ul>

## ACTIVITY

### debriefing global learning activities

#### *procedure*

#### INTRODUCTION

Ask the group why they think it is important to debrief global learning activities with young people. Elicit that an activity after it is completed allows young people to reflect on and process what they’ve learned. Staff can also use debrief sessions to assess whether or not youth who participated in an activity are making progress toward achieving the Global Leadership Performance Outcomes.

Finally, ask the group why debriefing is important especially for global learning activities. If participants struggle to answer, refer to the “Role of Afterschool Staff in Facilitating Global Learning” handout.

#### ACTIVITY INSTRUCTIONS

Review the handout “Debriefing Global Learning Activities” with the group. Guide staff to refer to the “Global Leadership Performance Outcomes for Youth” handout to see how the outcomes align with the debriefing questions.

Next, ask participants to get back into their small groups from the previous activity. Have the small groups use the “Debriefing Global Learning Activities” handout as a guide to create 3–5 debrief questions for the activity they created. If they’ve already created debrief questions for their activity, ask them to review the questions they wrote to make any improvements or adjustments based on the guidelines in the handout.

Give the groups a few minutes to work, then ask for some of the groups to share with the large group. Discuss the extent to which the debrief questions presented will help young people reflect on the activity in a meaningful way, and how the questions will help staff assess what was learned.

#### CLOSING

#### **! key point**

- Remind participants that facilitation skills are essential to creating and maintaining an effective global learning environment. Although it can be tempting to skip debriefing, perhaps when running out of time or after thinking the activity has not been very successful, reflecting on one’s own experiences and the experiences of others in the group is an essential step to achieving global competence.

## HANDOUT

# debriefing global learning activities

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Debriefing an activity gives young people an opportunity to reflect on what they've learned, share experiences and knowledge with one another, and come up with new questions toward exploring a topic in greater depth. It also allows the facilitator to assess whether participants are achieving the intended learning objectives and Global Leadership Performance Outcomes. The following tips can help you create thoughtful debrief questions for global learning activities with young people.

These guidelines are aligned with the four focus areas of the Global Leadership Performance Outcomes:

- 1. Investigate the World   2. Recognize Perspectives   3. Communicate Ideas   4. Take Action**

### 1. Help young people identify what they learned about the issue or topic.

**Ask ....▶**

What did you discover about ...

- The world?
- Your community?
- Yourself?

### 2. Help young people recognize a variety of different perspectives.

**Ask ....▶**

- What is life like for someone who \_\_\_\_\_?
- What similarities did you find with (another group/ person/culture) \_\_\_\_\_?
- What differences did you find?
- What factors contributed to these similarities or differences?
- Were you able to see where they were coming from?
- Have your thoughts or opinions on this topic changed? How?

### 3. Help young people communicate with other people.

**Ask ....▶**

How might you act toward someone who \_\_\_\_\_?

Who cares about this issue locally?

Who cares about this issue elsewhere in the world?

What methods could you use to communicate with others who care about this issue?

- Media/technology?
- Other languages?
- Other communication strategies?

### 4. Help young people prepare to take action on the issue.

**Ask ....▶**

What else do you want to know about this issue or topic?

What are the possible results or consequences when \_\_\_\_\_?

How might you get others to care about and act on this issue?

How might you work with others who care about this issue to make progress?



## 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

# role of afterschool staff in facilitating global learning

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

TIME: 1 hour 15 minutes
<p>OBJECTIVES</p> <ul style="list-style-type: none"> <li>• Help staff understand the importance of facilitation skills to providing effective global learning</li> <li>• Prepare staff to facilitate global learning experiences</li> <li>• Help staff understand the significance of diversity when it comes to delivering global programming</li> </ul>
<p>MATERIALS</p> <ul style="list-style-type: none"> <li>• “Maintaining a Safe Space for Global Learning After School” activity and related materials</li> <li>• “Exploring Diversity and Introducing Global Content” activity and related materials</li> </ul>

## TRAINING PLAN 1:

# maintaining a safe space and exploring diversity


## ACTIVITIES

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

- “Maintaining a Safe Space for Global Learning After School” (45 min)
- “Exploring Diversity and Introducing Global Content” (30 min)

## NEXT STEPS:

Encourage staff to lead the activity “Exploring Diversity” with young people, according to the instructions outline in the handout below. Once they have had a chance to do so, invite staff to share what it was like to facilitate this activity with young people.

TIME: 45 minutes
TYPE OF ACTIVITY Role-Playing
ACTIVITY CATEGORY Communication/Facilitation Relationships/Partnerships 
TARGET AUDIENCE Directors/Coordinators, Line Staff
OBJECTIVES <ul style="list-style-type: none"> <li>• Participants will understand the importance of facilitation skills to providing effective global learning.</li> <li>• Participants will explore ways to effectively facilitate global learning in a way that is engaging and meaningful for young people.</li> </ul>
MATERIALS <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers</li> <li>• “Role of Afterschool Staff in Facilitating Global Learning” handout</li> <li>• “Maintaining a Safe Space for Global Learning” handout</li> <li>• Chart paper with prompts written in advance (see Activity Instructions)</li> </ul>

## ACTIVITY

# maintaining a safe space for global learning after school

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### procedure

#### INTRODUCTION

Explain that facilitation skills are a key component to providing meaningful global learning experiences for young people. Acknowledge that many people find this challenging. It is normal to feel intimidated and overwhelmed about facilitating activities around topics that are relatively new and that may raise sensitive issues among young people.

Emphasize that staff can build on the facilitation techniques and skills they already have to provide global learning. The same guidelines apply: be prepared, anticipate problems that may arise and devise alternate solutions in advance, and practice with your peers.

#### ! key point

■ Tell participants that it is important to start off on the right foot with young people and set the tone for an active, collaborative, and inclusive learning environment. Encourage staff to be honest with young people by explaining that while no one person, including themselves, can know everything about the wider world, people can explore new topics together to find answers to the questions they are curious about.

#### ACTIVITY INSTRUCTIONS

Ask the group to discuss this question: “When leading learning activities with young people about global issues or other cultures, what is the role of the after-school staff person or facilitator?” Write down the responses on chart paper.

Then, review with participants the handout “Role of Afterschool Staff in Facilitating Global Learning” and have them highlight any strategies that haven’t yet been mentioned.

Ask participants to rate their level of comfort with leading global learning activities and discussions on a scale of 1 to 10 (with 1 being the least comfortable, and 10 being the most comfortable). Ask for a few responses from the group. Then ask participants who gave themselves a relatively low rating (6 or less) why they did so. Explain that there are aspects of facilitating these kinds of activities that can make people nervous if they don’t have a lot of experience. For instance, staff might worry that young people will be disrespectful of one another when discussing sensitive or personal topics, or might fear that young people will feel bored when exploring global topics. Tell participants that this activity will give them a chance to discuss and practice facilitation strategies that will prepare them to handle these kinds of challenging situations.

Next, break participants into groups of 3–5 people. Explain that you’re going to give them a scenario to role-play in which they will be challenged to maintain a safe space for young people in a global learning environment. Participants should incorporate some of the specific elements from the “Role of Afterschool Staff in Facilitating Global Learning” handout and discussion. One person in each group will role-play the facilitator, and the others will role-play young people (of the same age group that their program serves). Ask everyone to look at the handout “Maintaining a Safe Space for Global Learning,” and assign each group a scenario to act out.

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

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Tell them they will have about 15 minutes to prepare and rehearse before acting out their scenario for the whole group. When time is up, ask for a group to volunteer to present first. Before the first group presents, post a sheet of chart paper at the front of the room with the following questions written on it:

- “What worked well?”
- “What was challenging for the facilitator?”
- “What strategies did the facilitator use to address these challenges?”

### **DEBRIEF**

After the first small group presents, ask the audience to identify the specific things the person role-playing the facilitator did to maintain a safe space for global learning. Ask if there are other things the facilitator could have done.

### **! key point**

- It is important to help participants identify not only actions that are good facilitation and group-management practices in general, but also actions that enhance global learning specifically.

For example, in scenario 3, where a pair of students is bored by research, try to elicit from participants the idea that they could redesign the activity to focus on personal or local connections to the issue of world hunger, to make it more relevant and meaningful for young people—as opposed to, for example, asking students to present their research in a rap rather than a presentation as a way to increase engagement. Both strategies might be successful, but the first would deepen both engagement and learning, whereas the second might deepen only the level of engagement.

Switch groups and repeat the debriefing process.

### **CLOSING**

Emphasize that this type of role-playing activity is an important strategy to enhance and improve facilitation skills, and something that staff can continue to practice among themselves before facilitating global learning activities with young people.

## HANDOUT

# role of afterschool staff in facilitating global learning

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

# HANDOUT

## **maintaining a safe space for global learning**

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Consider each of the following scenarios: What could you do to maintain a safe space for participants in each case?

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### SCENARIO 1

Your group is going to research a country they know very little about. You decide to introduce this country by playing some examples of its music. While the music is playing, you notice a group of young people in the back of the room giggling and making fun of it. When the music finishes, you ask the group for their reactions. One of the participants who was laughing earlier makes an insulting comment about the music and the people from that country. Another student in the group has family from that country and is clearly upset by the remark. How might you respond?

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### SCENARIO 2

Your group is working on a family-history project. You've asked participants to interview a relative at home about when and how their family first came to the United States, and to bring in a write-up of the interview to share with the rest of the group. One student, whose family recently immigrated to the United States from Guatemala and who began attending your program only recently, hasn't completed the interview. When you ask him about it, he says that he forgot to do it. When you tell him he can have another opportunity to do it and ask him to bring in the write-up for the next session, he looks uncomfortable but doesn't say anything. How might you respond?

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### SCENARIO 3

Your participants have broken into pairs to research basic facts about hunger around the world and create a presentation for the whole group. Some of the pairs are busy, but a couple of them seem disengaged. You overhear a participant in one of the less-engaged pairs make a comment to her peer that she is bored and that the project is not interesting. Another pair of students, across the room, has their heads down on the table. How might you respond?

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### SCENARIO 4

Your participants have been studying various forms of dance from around the world and are preparing for their culminating performance. They have broken into smaller groups to prepare and rehearse dances from particular world regions. You have asked each group to research their dance style and prepare a short presentation to explain the origins and significance of the dance to the audience. When you check in with each group, you discover that one group has created a presentation based only on their own assumptions and hasn't conducted any research. How might you respond?

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TIME: 30 minutes
TYPE OF ACTIVITY Discussion
ACTIVITY CATEGORY Communication/Facilitation 
TARGET AUDIENCE Directors/Coordinators, Line Staff; can also be facilitated with youth. See “Exploring Diversity: Instructions for Facilitation with Youth”
OBJECTIVE <ul style="list-style-type: none"> <li>Participants will discuss the role diversity plays in global learning within their afterschool programs.</li> </ul>
MATERIALS <ul style="list-style-type: none"> <li>“Agree” and “Disagree” signs</li> <li>Tape</li> <li>“Personal Connections for Global Learning” handout</li> <li>“Strategies for Introducing New Countries and Cultures” handout</li> <li>“Exploring Diversity: Instructions for Facilitation with Youth” handout (optional)</li> </ul>

## ACTIVITY

# exploring diversity and introducing global content

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### procedure

#### INTRODUCTION

##### ! key point

- Explain that part of the role of afterschool staff in facilitating global learning is to understand and model an appreciation for diversity. This role also includes introducing young people to new ideas and cultures. Staff can do this even in programs where cultural diversity is seemingly lacking.

Explain that this activity will help staff reflect on what role diversity plays in their programs.

#### ACTIVITY INSTRUCTIONS

Post a sign at one end of the room that says “Agree” and one at the opposite side of the room that says “Disagree.” Ask participants to stand in the center of the room, in between the two signs. Tell participants that you’re going to read them a series of statements. After each statement, they should go stand near the sign that best represents their response. If they feel neutral or unsure, they should remain in between the two signs.

Read the statements listed below to the group, one at a time. After you read each one, give everyone time to move to the appropriate spot in the room. Then ask participants to talk with others in their group about why they chose that response. Allow a few minutes of conversation, then get everyone’s attention and give each group a chance to briefly explain their position.

Be careful not to let this activity turn into a debate. For each statement, give each group one opportunity to summarize their point of view, and discourage them from responding directly to members of the other groups.

Statements:

- “Global learning happens more easily among a diverse youth population.”
- “It is easier to make global connections through heritage than through global issues (climate change, poverty, health, etc.).”
- “An ideal teacher about a culture is someone with that cultural heritage.”

#### DEBRIEF

Ask participants to take their seats. Ask if anyone was surprised by any of the group’s collective responses to the statements. Which were the issues on which the group was most divided, and why?

Explain that it many people find it challenging to identify relevant points of entry to global learning among a group that may not seem to be very diverse.

##### ! key point

- Remind participants that everyone has an ethnic and cultural background, and therefore every group is diverse. Encourage participants to value diversity in its many forms. Diversity encompasses many different things, such as ethnicity, religion, gender identity, socioeconomic status, and so forth. All of these things can connect one group to others around the world and so provide points of departure for global learning.



## exploring diversity and introducing global content *(continued)*

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Acknowledge that it can be challenging to introduce information about other countries or cultures to a group that has had little or no experience making global connections. Ask participants to look at the “Personal Connections for Global Learning” handout. Help participants understand that in the same way that they have multiple global connections, so do young people—whether those young people realize it or not.

Ask the group to look at the handout “Strategies for Introducing New Countries and Cultures” and briefly discuss how and when to use the strategies presented. Ask the group if they can think of any other strategies to add to this list.

### CLOSING

#### **!** key point

- Explain to participants that it is important that all of us realize we have something to contribute to conversations about global topics and issues—we all have an ethnic heritage, and we all have many connections to the world around us. Tell staff it is particularly important to illuminate and validate these connections for young people so that they know that everyone is equally valued when it comes to global learning.

### FACILITATION WITH YOUTH

Ask participants to give examples of how they might facilitate the agree-or-disagree activity with young people. What might they do to ensure maximum youth participation and make the process age-appropriate? Instructions for leading this activity with youth are included in the handout “Exploring Diversity: Instructions for Facilitation with Youth.”

## HANDOUT

# personal connections for global learning

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Consider the many connections that you yourself may already have that can help support global learning:

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☐ **heritage** ----> Everyone has a heritage. Where in the world do your family members live, and/or where have they lived in the past?

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☐ **stories** ----> What are the stories of your family or heritage that relate to global learning?

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☐ **culture** ----> What are your musical and artistic talents, or other cultural experiences?

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☐ **objects** ----> What artifacts from other cultures can you contribute or lend? What products from other cultures do you access in your community?

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☐ **travel** ----> What experiences have you had traveling, moving, or migrating? (Consider armchair and virtual travel as well.)

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☐ **language** ----> What languages do you speak and how have you learned them?

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☐ **communication** ----> What are your experiences interacting with people from other countries and cultures? (Consider verbal and nonverbal cross-cultural communication.)

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☐ **education** ----> What global areas of interest have you pursued through school or personal study, such as current affairs, historical knowledge, or scientific research?

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## HANDOUT

# strategies for introducing new countries and cultures

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For young people to become globally competent, they must acquire both knowledge about other countries and world cultures, and skills that will help them succeed in the global economy as adults. To engage young people in learning about countries or cultures beyond those represented in their own communities, consider these strategies:

- **Tap into natural curiosity.** Ask young people what they are curious about and what they want to know about the rest of the world. Set up youth study groups for young people to conduct research about specific cultures, cities, and countries that they are curious about.
- **Connect around global issues.** Create workshops that enable young people to examine local issues relevant to them, such as poverty, health care, elections, or education. Help them identify places and people across the globe that are also affected by these issues, and explore ways to learn from what others (especially other young people) have done to take action on the issue.
- **Move from the familiar to the universal.** Start by helping youth look at familiar elements of their own culture—such as clothing, food, shelter, and marking the passage of time. Then, expand outward by learning about the same elements of a new culture or country.
- **Gain perspective through media and the arts.** Employ foreign films, music, visual art, and other forms of media from around the world to help young people compare and contrast their own perspectives with others’.
- **Collect and compare.** To put differences in perspective, look at more than one, and preferably more than two, cultures or ways of doing things. This helps avoid creating an us-versus-them mentality.

#### MATERIALS

- “Agree” and “Disagree” signs
- Tape

## HANDOUT

### exploring diversity:

### instructions for facilitation with youth

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Below are some suggested instructions for facilitating the activity “Exploring Diversity” with young people. This activity is a good way to get young people to examine their own beliefs and definition of diversity.

#### PROCEDURE

Post a sign at one end of the room that says “Agree” and one at the opposite side of the room that says “Disagree.” Ask participants to stand in the center of the room, in between the two signs. Tell participants that you’re going to read them a series of statements. After you read each statement, they should go stand near the sign that best represents their response. If they feel neutral or unsure, they should stand in between the two signs.

Read the statements listed below to the group, one at a time. After you read each one, give everyone time to move to the appropriate spot in the room. Then, ask participants to talk with others in their group about why they chose that response. Allow a few minutes of conversation, then get everyone’s attention and give each group a chance to briefly explain their position.

Note: Be careful not to let this turn into a debate. Give each side one opportunity to summarize their point of view, and discourage participants from responding directly to members of the other groups.

Statements:

- “A group is only diverse if it is made up of people of different races.”
- “An ideal teacher about a culture is someone with that cultural heritage.”

Note: Feel free to come up with your own prompts and use those that are most appropriate for your group. Try to choose statements that you think will divide the group and create an opportunity for discussion about different points of view.

#### DEBRIEF

Ask participants to take their seats. Ask if anyone was surprised by any of the group’s collective responses to the statements. Which were the issues on which the group was most divided, and why?

It’s important to remind participants that diversity involves many different things, including ethnicity, religion, gender identity, socioeconomic status, and more.

It’s also important that participants realize we all have something to contribute to conversations about global learning—we all have an ethnic heritage and connections to the world around us. This is particularly important to validate when working with young people, so they know that everyone is equally valued when it comes to global learning.