

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

ACTIVITY

introducing global competence and global learning

procedure

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

INTRODUCTION

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

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

Next, introduce the terms global learning and global competence:

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

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

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

introducing global competence and global learning *(continued)*

CLOSING

! key point

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

HANDOUT

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

Asia Society Partnership for Global Learning

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

GLOBAL COMPETENCE: A DEFINITION

These are the key elements of global competence:

1. investigate the world

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

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

From analysis to synthesis to evaluation, globally competent students can

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

2. recognize perspectives

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

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

3. communicate ideas

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

4. take action

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

and potential consequences for others. Globally competent students demonstrate the courage both to act and to reflect on their actions.

apply disciplinary and interdisciplinary expertise

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

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

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

ACTIVITY

Expanding Horizons video

procedure

INTRODUCTION

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

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

ACTIVITY INSTRUCTIONS

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

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

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

DEBRIEF

key point

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

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

CLOSING

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

HANDOUT

talking points to help make the case for global learning

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

TO ALL STAKEHOLDERS

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

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

TO YOUTH

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

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

TO FAMILIES

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

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

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

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

TO AFTERSCHOOL STAFF

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

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

TO SCHOOL LEADERS

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

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

TO PARTNERS

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

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

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

- Young people need opportunities, mentors, and materials and other resources that help them relate to the wider world, see connections between local and global realities, and discuss the many nuances of identity and culture.
- What is good for young people is also good for their community. Helping young people become globally competent also helps them become highly skilled workers, active citizens, and well-informed voters in a global 21st century.

TO FUNDERS

For America's young people, global competence is critical to future success. Therefore, global learning must be provided to all students, regardless of background, as a matter of equity. When approaching funders, consider the ways in which global competence can help meet their priorities and goals, such as by providing the global knowledge and skills necessary for workforce development, promoting 21st century skills like problem solving and critical thinking to improve life skills, improving health and safety by increasing tolerance for diversity, enhancing arts education through the exploration of varied cultural traditions, and so forth.

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

TO POLICYMAKERS

When approaching policymakers, you may encounter fears that global citizenship may take precedence over national citizenship. It helps to emphasize that global learning provides important perspectives on local and national issues, and often strengthens young people's commitment to civic engagement and participation in their own country.

- International knowledge and skills are vital not only to the future of our children, but also to the future of our country and the world.
- Our increasingly diverse communities and workplaces require a citizenry with increased understanding of other cultures.
- More than ever before, our national security is intertwined with our understanding of other cultures and languages.
- As the line between domestic and international affairs increasingly blurs, U.S. citizens will be asked to vote and act on issues that require greater knowledge of the world.
- Global knowledge and collaboration skills will be required to solve the complex international challenges facing our country and others—such as nuclear proliferation, terrorism, global disease epidemics, climate change, and poverty.

2. *National Geographic-Roper Public Affairs 2006 Geographic Literacy Study* (New York: GfK NOP, 2006). <http://www.nationalgeographic.com/roper2006/pdf/FINALReport2006GeogLitsurvey.pdf> (accessed February 2, 2010).

HANDOUT

how to create a fact sheet to support global learning

By Heather Singmaster

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

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

ECONOMIC STATISTICS

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

TradeStats Express

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

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

U.S. Census

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

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

Bureau of Economic Analysis

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

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

Organization for International Investment

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

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

NAFSA: Association of International Educators

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

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

DEMOGRAPHIC STATISTICS

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

U.S. Census Bureau

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

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

Open Doors Report on International Education Exchange

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

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

ITA, Office of International Tourism

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

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

Modern Language Association Language Map

http://www.mla.org/census_main

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

HANDOUT

quotes on the importance of global learning

By Heather Singmaster

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

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

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

FEDERAL GOVERNMENT LEADERS

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

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

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

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

STATE AND LOCAL GOVERNMENT LEADERS

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

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

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

BUSINESS AND MEDIA LEADERS

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

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

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

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

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

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

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

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

EDUCATION LEADERS

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

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

AFTERSCHOOL LEADERS

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

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

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

TIME: 30 minutes
TYPE OF ACTIVITY Discussion
ACTIVITY CATEGORY Communication/Facilitation Relationships/Partnerships
TARGET AUDIENCE Directors/Coordinators, Line Staff
OBJECTIVES <ul style="list-style-type: none"> Participants will define and understand the characteristics of global competence for youth, and identify areas to focus on building further competence.
MATERIALS <ul style="list-style-type: none"> “Global Leadership Performance Outcomes for Youth” handout

ACTIVITY

defining global competence for youth

procedure

INTRODUCTION

Explain to participants that it is important for staff to be intentional about helping youth build global competence. In order to do this, we must first define what global competence “looks” like in young people and identify the specific goals we are working towards when leading global programming after school. The main goal of this activity is for staff to define the characteristics of a globally competent young person and to identify specific outcomes to help young people work towards.

ACTIVITY INSTRUCTIONS

Explain that Asia Society has developed a set of “Global Leadership Performance Outcomes” (GLPOs) for youth, which we’ll be reviewing in detail later. The outcomes serve as a marker for the competencies we hope to see young people attain by the time they are preparing to graduate from high school (or at about age 18). Tell the group that there are many potential characteristics of a globally competent young person and this activity will help them identify some specific examples.

Explain that like the definition of global competence, the GLPOs are broken into four categories: Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action. Break participants into four groups and give each group some markers and a sheet of chart paper with one of the four categories written across the top. (There should be one chart for each of the four categories.) Explain that each group will be tasked with coming up with a description, based on the assigned category, of what a globally competent young person should know and what they should be able to do. Give the groups about ten minutes to work.

When time is up, ask the groups to identify which characteristics they feel their young people already possess (drawing a star next to each) and which characteristics they most want to help young people develop further (circling each). Give the groups a few minutes to work then ask for a spokesperson from each small group to present back to the large group.

Present the “Global Leadership Performance Outcomes for Youth” handout. Explain that this is a tool that can help staff recognize the characteristics of a globally competent young person. Discuss how this tool can be used to both plan and assess programs and activities.

! key point

- The outcomes the groups brainstormed, and the outcomes on the handout, represent things we hope young people will have achieved by the time they finish high school. These are an end goal, not characteristics we expect young people already to possess when they enter our programs. Acknowledge that the earlier and more consistently we expose young people to global learning activities the more likely they will be to achieve these kinds of outcomes by high school graduation.

Tell the group that their next step should be planning intentionally about how to help young people achieve these specific outcomes. In order to do that, we need to give some thought to how children from different age groups and developmental levels can start to build these competencies.

defining global competence for youth *(continued)*

As a large group, discuss the following:

- What are some things young people in your group/program can start doing now to help them work towards these outcomes? Keep in mind their ages and grade levels.
- By beginning or continuing global programming at your site, what kind of progress would you realistically expect to see in six months? One year?

CLOSING

Explain that it is important to be intentional about what we want young people to gain from participating in global learning activities so that we can plan programming that will help them achieve those goals. The GLPOs are examples of outcomes that are achieved over time and through repeated exposure to meaningful global learning opportunities.

! key point

- Global learning shouldn't be confined to the afterschool environment. Schools, parents, and communities also play a role in helping young people to become globally competent. For this reason, afterschool program staff should work towards meaningful partnerships with these stakeholders in order to provide comprehensive global learning opportunities for youth.

HANDOUT

global leadership performance outcomes for youth

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

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

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

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

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

ACTIVITY

creating an effective global learning environment, part II

procedure

INTRODUCTION

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

ACTIVITY INSTRUCTIONS

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

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

Have the large group brainstorm some responses.

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

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

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

DEBRIEF

key point

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

CLOSING

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

FACILITATION WITH YOUTH

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

MATERIALS

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

HANDOUT

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

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

PROCEDURE

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

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

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

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

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

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

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

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

DEBRIEF

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

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

ACTIVITY

providing a safe space for global learning after school

procedure

INTRODUCTION

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

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

ACTIVITY INSTRUCTIONS

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

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

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

DEBRIEF

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

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

CLOSING

key point

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

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

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

FACILITATION WITH YOUTH

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

HANDOUT

creating a safe space for global learning after school

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

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



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

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

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

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

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

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

- We will respect one another by making sure to _____

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



MATERIALS

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

HANDOUT

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

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

PROCEDURE

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

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

DEBRIEF

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

TIME: 15 minutes
TYPE OF ACTIVITY Introduction
ACTIVITY CATEGORY Activity Planning 
TARGET AUDIENCE Line Staff
OBJECTIVES <ul style="list-style-type: none"> • Participants will understand the elements of effective global learning activities and how to scaffold global learning for young people. • Participants will be introduced to the concept of backward design. • Participants will be able to identify the components of a global learning activity plan.
MATERIALS <ul style="list-style-type: none"> • “Elements of Global Learning Activities” handout • “Global Learning Activity Planning Form” handout • “Global Learning Project Planning Form” handout • “Project Goals and Outcomes” handout • “Activity Planning Questions for Facilitators” handout

ACTIVITY

introducing global learning activity planning

procedure

INTRODUCTION

Explain to participants that this activity will help prepare them to create activities that are both globally focused and age-appropriate for the young people they work with.

DISCUSSION

Present the “Elements of Global Learning Activities” handout and briefly review it with the group. First, discuss the first half of the handout and ask participants if any of the information is new or unclear to them. Then review the second half of the handout and reinforce that these steps will help staff scaffold global learning for young people.

Next, present the “Global Learning Activity Planning Form” and “Global Learning Project Planning Form” handouts. Explain that the Project Planning Form is intended to provide a structure for a longer term (multi-session) project, while the Activity Planning Form is intended to help staff plan single-session global learning activities.

Review the various sections of the Project Planning Form and answer any questions participants may have. Present the “Project Goals and Outcomes” handout. Explain that this form can help staff brainstorm an idea for a project if they’re not sure where to begin. If they have a project idea, this form can also help them flesh out the specific learning goals they want to help young people work towards.

! key point

- Explain the practice of “beginning with the end in mind” or backward design—in which staff first determine the learning outcomes they want to see among young people, and then design an activity to help young people achieve these outcomes. Encourage staff to start at the top of the planning form and work their way down. Acknowledge that in practice, ideas don’t always come in order and decisions are often made simultaneously, but emphasize to participants that each section of the form will help them reflect and refine their activity intentionally to achieve the desired outcome.

As a group, discuss how to use the Activity Planning Form as a template for global learning activity planning. Ask the group, “Which sections of the planning form would you complete first?” Present the “Activity Planning Questions for Facilitators” handout. Explain that this is a tool that can help staff come up with activity ideas if they are stuck. It can also help them take an existing program activity and figure out ways to give it a more global “spin”.

You may also want to have the group discuss which sections of the two planning forms can align to existing staff goals and curriculum plans already in place. Which sections of the forms would benefit from collaborative planning among staff?

CLOSING

Explain to the group that the “Global Learning Activity Planning Form” and the “Global Learning Project Planning Form” handouts will not only help them plan effective global learning activities, but will also help them document and revise their activities so they can replicate and build on these activities across the program and across the years.

HANDOUT

elements of global learning activities

INTRODUCTION

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

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

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

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

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
global learning activity planning form

TIME	STEP	PROCEDURE	MATERIALS	LEARNING OBJECTIVES
	<p>Introduction</p> <p>What opening activity will you do to break the ice and introduce the topic?</p>			
	<p>Explore what participants know about the topic</p> <p>How will you find out what young people already know? What questions can you ask?</p>			
	<p>Instruction/Modeling</p> <p>What information does the group need before beginning the activity? How will you explain or model the procedure?</p>			
	<p>Activity</p> <p>What process will you use to facilitate the activity? What role will you play while young people are participating in the activity?</p>			
	<p>Debrief/Reflection</p> <p>What format will you use to debrief the activity (e.g., reflection writing, group discussion, pair sharing)? What questions will you ask young people to help them process what they've learned?</p>			
	<p>Closing</p> <p>What will you do to wrap up the session (i.e., a closing ritual or routine)?</p>			

HANDOUT
global learning project planning form

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

HANDOUT

project goals and outcomes

<p>What background knowledge or skills do young people already have that will help them explore the topic?</p>	<p>They know:</p>	<p>They are able to:</p>
<p>What prior skills or knowledge do young people need in order to be able to carry out the project? (ie, video recording, public speaking, knowledge of a particular world region, etc.)</p>	<p>They need to know:</p>	<p>They need to be able to:</p>
<p>What new things will young people know and be able to do upon completion of the activity?</p>	<p>They will know:</p>	<p>They will be able to:</p>
<p>How will the project connect to the school day? (What knowledge or skills (standards) taught in school will this activity support?)</p>		
<p>How will you measure the project's success?</p>	<p>Questions to ask students to assess the project's success:</p>	

HANDOUT
activity planning questions for facilitators

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?

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?

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?



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

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

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**

<p>1. Help young people identify what they learned about the issue or topic.</p> <p>.....</p> <p>Ask ----></p> <p>What did you discover about ...</p> <ul style="list-style-type: none">• The world?• Your community?• Yourself?

<p>2. Help young people recognize a variety of different perspectives.</p> <p>.....</p> <p>Ask ----></p> <ul style="list-style-type: none">• 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?

<p>3. Help young people communicate with other people.</p> <p>.....</p> <p>Ask ----></p> <p>How might you act toward someone who _____?</p> <p>Who cares about this issue locally?</p> <p>Who cares about this issue elsewhere in the world?</p> <p>What methods could you use to communicate with others who care about this issue?</p> <ul style="list-style-type: none">• Media/technology?• Other languages?• Other communication strategies?
--

<p>4. Help young people prepare to take action on the issue.</p> <p>.....</p> <p>Ask ----></p> <p>What else do you want to know about this issue or topic?</p> <p>What are the possible results or consequences when _____?</p> <p>How might you get others to care about and act on this issue?</p> <p>How might you work with others who care about this issue to make progress?</p>

HANDOUT

global leadership performance outcomes for youth

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

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

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

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

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

- **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: 40 minutes
TYPE OF ACTIVITY Discussion
ACTIVITY CATEGORY Program Planning 
TARGET AUDIENCE Directors/Coordinators, Line Staff
OBJECTIVES <ul style="list-style-type: none"> • Participants will identify ways to infuse global learning into existing program activities. • Participants will identify ways to infuse global learning in multiple ways across entire program areas.
MATERIALS <ul style="list-style-type: none"> • “Globalizing Activities” handout • Pens • “Infusion Strategies for Integrating Global Learning” handout • “Integrating Global Learning” handout

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

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:

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:

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

ACTIVITY LEVEL

- **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

- **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

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:

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

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

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

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

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?

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"> • Participants will understand how to take a local issue and connect it to the larger world. • Participants will understand how to look at global issues and connect them to their local communities. 	
MATERIALS <ul style="list-style-type: none"> • “Connecting Local to Global—and Global to Local” handout • “Local Projects—Global Connections” handout • Pens • Chart paper (optional) • Markers (optional) • “Types of Global Action Projects” handout 	

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

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.¹²
- 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.¹³
- 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.¹⁴

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

- **How is our community connected to global trends?** These trends could be related to the environment, the global economy, public health, international conflicts, and so forth.
- **What does our community have in common with others around the world?** Consider similarities in geographic location, natural resources, demographic diversity, and so forth.
- **How are personal experiences in our community connected to universal experiences?** These could include challenges such as violence, poverty, and homelessness or positive experiences such as artistic traditions, rituals, and celebrations.
- **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?** Examples of familiar aspects of culture include food, clothing, and shelter.

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_nKirvopk_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 (accessed February 2, 2010)

HANDOUT

types of global action projects

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)*

COMMUNITY-FOCUSED PROJECTS

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

- **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

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:

- **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: 15 minutes	
TYPE OF ACTIVITY Discussion	
ACTIVITY CATEGORY Program Planning Relationships/Partnerships	 
TARGET AUDIENCE Directors/Coordinators, Line Staff	
OBJECTIVES	
<ul style="list-style-type: none"> • Participants will identify one short-term and one long-term action item to implement in their programs. • Participants will be introduced to a variety of available tools for global learning. 	
MATERIALS	
<ul style="list-style-type: none"> • “Next Steps—Getting Started with Global Programming” handout • “Global Learning Resources” handout • Pens 	

ACTIVITY

closing and next steps

procedure

INTRODUCTION

Explain that before the training concludes, you want all participants to take a few minutes to think about specific next steps they can take back to their programs to start implementing the strategies and concepts they’ve learned.

ACTIVITY INSTRUCTIONS

Ask participants to consider what next steps will help them implement some of the ideas they’ve gained through the training. Ask each participant to complete the “Next Steps—Getting Started with Global Programming” handout. Give them about 5 minutes to work. When time is up, ask for a few participants to share what they wrote.

CLOSING

! key point

- Close the session by thanking everyone for their participation and encouraging them to review the “Global Learning Resources” handout as they move forward with implementing global learning in their programs.

This is also a good time for trainers to make announcements about any specific resources and opportunities that are available within the program, network, city, and/or state. You may want to provide the handout “Global Learning Resources” as a takeaway for participants.

HANDOUT

next steps—getting started with global programming

Now that you've become familiar with the concept of global competence and learned some strategies for bringing global learning to life in your program, take a moment to reflect on your next steps for implementing global learning or ramping up the existing global programming at your site. Use the questions below to guide you.



- When it comes to global programming, my (program's) biggest goal is ...

- One thing I can do today to bring global programming to life in my program is ...

- One thing I can do in the next month to expand my program's global programming is ...

- One thing my program can do over the next six months to create meaningful global learning opportunities for youth is ...

- One year from now, what will global learning in my program look like?

HANDOUT

global learning resources

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)*

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)*

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)*

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)

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)*

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.