

MODULE 4

connecting global learning activities



HOW TO USE THIS MODULE

In module 4, participants will learn how to take the existing components of afterschool programming and give them a more global focus. Participants will consider all program areas (arts, sports, literacy, wellness, etc.) and learn how to globalize any program activity. Strategies for creating the most effective sequence of activities and incorporating global themes into all aspects of programming are also presented here.

This module may be the most appropriate for program directors, site coordinators, or other senior-level staff who have responsibility for overall program planning and/or long-term projects. However, we recommend that all participants first complete module 1, “Understanding Global Competence and Its Value,” and module 2, “Developing an Effective Global Learning Environment,” in order to gain a strong understanding of global competence and how to support global learning throughout the program environment.

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.

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

ACTIVITY

introducing thematic learning

procedure

INTRODUCTION

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

ACTIVITY INSTRUCTIONS

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

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

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

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

! key point

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

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

CLOSING

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

HANDOUT

introducing thematic learning

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

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

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

HANDOUT

interdisciplinary topics and global themes

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

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

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

suggested interdisciplinary topics for elementary students

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

suggested interdisciplinary topics for secondary students

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

HANDOUT
thematic learning template

Global Theme:

How would you introduce the theme to young people?

How would you address the theme across the multiple program areas below?



program area	activity idea(s)	relevant global leadership performance outcome(s)
Visual Art		
Math		
Literacy		
Drama		
Music		



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.

CASE STUDY EXAMPLE

latona school associates

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

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

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

SCHOOL AND COMMUNITY PROFILE

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

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

PROGRAM AND STAFFING STRUCTURE

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

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

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

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

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

CURRICULUM

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

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

case study: latona school associates *(continued)*

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

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

PROFESSIONAL DEVELOPMENT

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

SCHOOL/AFTERSCHOOL RELATIONSHIP

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

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

CASE STUDY EXAMPLE

world savvy

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

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

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

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

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

COMMUNITY PROFILE

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

PROGRAM AND STAFFING STRUCTURE

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

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

CURRICULUM

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

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

case study: world savvy *(continued)*

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

PROFESSIONAL DEVELOPMENT

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

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

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

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

CASE STUDY EXAMPLE

global kids

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

Global Kids' mission is to educate and inspire urban youth to become successful students, global citizens, and community leaders by engaging them in socially dynamic, content-rich learning experiences. Global Kids offers a number of globally oriented education programs to youth during the school day, after school, and during the summer—both at school sites across New York City and at the Global Kids center in Manhattan. Their core program, the Power of Citizenry, like all of Global Kids' programs, fuses leadership development with global education and civic engagement. This involves not only developing such 21st century leadership skills as critical thinking, problem solving, media literacy, communication, and project planning, but also exposing participants to global issues, the links between those issues and their own communities, and opportunities for action. The action component is a critical part of all programs, with youth designing and implementing scores of substantive service-learning projects on a range of global issues, and educating thousands of their peers annually.

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

- **Human Rights Activist Project** – Youth organize peer education and public awareness campaigns on human rights issues.
- **Undesirable Elements with Ping Chong & Company** – A performance theater ensemble helps youth tie their personal history to global

issues through an arts approach using music, dance, and spoken word.

- **Online Leadership Program** – This pioneering program engages youth in the use and production of digital media—including virtual worlds, blogs, podcasts, multimedia presentations, machinima (filmmaking within a 3-D virtual environment) videos, and other media—as a vehicle to build digital literacy, foster substantive online dialogue, and promote civic participation.
- **The Global Kids Annual Conference**—This all-day event is planned and executed by Global Kids youth, who select the conference theme, choose plenary guest speakers, create performances, and work with Global Kids staff to develop and conduct interactive workshops for their peers. Each year, the conference educates more than 600 youth, educators, and others about such topics as politics, environmental sustainability, and global conflict.

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

COMMUNITY PROFILE

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

PROGRAM AND STAFFING STRUCTURE

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

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

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

CURRICULUM

The Global Kids curriculum is designed as a series of 1.5- to 2-hour workshops, each focused on a global issue. The workshops incorporate active learning in the form of small-group work, games, role-playing, and using media and technology to bring issues to life. The goal is to engage youth participants in interactive activities and ensure they are actively sharing knowledge about, discussing, and

case study: global kids *(continued)*

debating the issues at hand. Although workshops are the core components of Global Kids' work, field trips, guest speakers, and other elements are also incorporated to help youth engage with critical issues. Youth across all programs are required to develop and implement substantive peer education projects—from workshops, to movie screenings and discussions, to mini-conferences and educational theater pieces—as well as social action or service projects.

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

Global Kids also allows for flexibility in case a global issue that comes up during the year that staff and students want to address.

SCHOOL/AFTERSCHOOL RELATIONSHIP

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

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

ACTIVITY

sequencing activities

procedure

INTRODUCTION

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

ACTIVITY INSTRUCTIONS

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

CLOSING

! key point

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

HANDOUT

strategies for sequencing activities

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

WITH YOUNG CHILDREN

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

WITH PREADOLESCENTS

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

WITH ADOLESCENTS¹⁰

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

WITH TEENAGERS

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

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

HANDOUT

sequencing activities

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



- a. Students plan a school-wide recycling drive
- b. Young people discuss how to reduce their carbon footprints
- c. Youth compare the environmental impact of individuals in different countries around the world
- d. Youth research key terms like global warming, climate change, sustainability, etc.
- e. Young people document environmental issues in their own community to contribute to an international slideshow organized by Greenpeace
- f. Youth create sculptures out of materials that would otherwise be trash (e.g., empty milk containers, egg cartons, cardboard tubes, etc.)
- g. Young people do self-assessments of their own impact on the environment
- h. Students research the consequences of global warming on the planet as seen over the last several decades
- i. Youth conduct a community survey on how citizens feel they can impact their environment—both positively and negatively
- j. Students create, as “homework,” family plans for reducing their family’s environmental impact
- k. Students write letters to a local politician with suggestions for “greening” the local community
- l. Young people create a public awareness campaign about reducing impact on the environment, targeted toward peers their age around the world and delivered via the Internet and email

suggested sequence

1. _____
2. _____
3. _____
4. _____
5. _____
- _____
- _____
- _____
- _____
- _____
- _____

