

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

## ACTIVITY

# identifying global connections

### *procedure*

#### INTRODUCTION

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

#### ! key point

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

#### ACTIVITY INSTRUCTIONS

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

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

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

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

#### DEBRIEF

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

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

## identifying global connections *(continued)*

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### **!** key point

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

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

### CLOSING

### **!** key point

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

### FACILITATION WITH YOUTH

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

## HANDOUT

# community connections for global learning

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Within every community, no matter its size or location, there are connections to other parts of the world. These connections can create starting points for exploring the world, as well as resources that can support afterschool global learning. Consider the many connections that may already exist in your community to help support global learning:

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



#### MATERIALS

- Sticky nametags
- Markers

## HANDOUT

# identifying global connections: instructions for facilitation with youth

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

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

### PROCEDURE

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

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

### DEBRIEF

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

TIME: 20 minutes
TYPE OF ACTIVITY Discussion
ACTIVITY CATEGORY Relationships/Partnerships 
TARGET AUDIENCE Directors/Coordinators, Line Staff
OBJECTIVES <ul style="list-style-type: none"> <li>• Participants will identify their program's existing and potential stakeholders and explore strategies for engaging them to support global learning afterschool</li> <li>• Participants will explore ways to involve young people in interacting and involving stakeholders in global learning.</li> </ul>
MATERIALS <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers</li> <li>• "Involving Current and Potential Stakeholders in Global Learning" handout</li> <li>• Pens</li> <li>• "Partnerships: How to Get Started" handout (optional)</li> <li>• "Engaging the Business Community" handout (optional)</li> </ul>

## ACTIVITY

# involving stakeholders in global learning

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### *procedure*

#### INTRODUCTION

##### ! key point

- Explain to participants that they don't have to go it alone. It is important to think about how to engage relevant stakeholders to support their work infusing global learning after school.

#### ACTIVITY INSTRUCTIONS

With the large group, brainstorm a list of current and potential stakeholders (people who have some investment in their program). Elicit categories like staff, students, parents, local politicians, funders, and other community partners. Write the responses down on chart paper.

Next, ask each participant to choose one of the stakeholders on the list and complete the "Involving Current and Potential Stakeholders in Global Learning" handout. Using the handout, they will brainstorm what their chosen stakeholders can offer to support global learning as well as how these stakeholders would benefit from getting involved with the global aspects of their programs. Give participants several minutes to work, then ask for volunteers to share what they wrote.

After all volunteers have shared, take another look at the brainstormed list of stakeholders and point out any that weren't discussed. As a large group, brainstorm some ways these remaining stakeholders can support global learning in afterschool programs as well as how those stakeholders might benefit from getting involved.

If you have time, review the handouts "Partnerships: How to Get Started" and "Engaging the Business Community" or point them out to participants as additional information that can help staff involve stakeholders.

#### CLOSING

Ask the group to think about the role that young people can play in interacting with stakeholders. Ask participants to take another look at the stakeholders on the list, then share some examples of situations in which young people could interact with those people around global learning. Ask, "What are the benefits of involving young people in conversations with current and potential partners?" Elicit the idea that involving youth in this way can not only make conversations with stakeholders more successful, but also help engage young people in a meaningful way. Conversations with stakeholders can build young people's sense of ownership in their program while helping them develop skills like letter writing, public speaking, and professionalism.



## HANDOUT

# partnerships: how to get started

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Here are some ideas to get started and continue building partnerships with community organizations, businesses, and funders.

- **Survey the community.** Ask young people to identify key cultural and international assets in your community, map them geographically, and list the specific activities and programs that are available. Help youth organize the information to share with others.
- **Ask for what you need.** Once community assets have been identified, ponder which ones offer the most potential to help with your international efforts. Then ask the organization for what you need—ask to set up a museum visit, for instance, or tell a local business you'd like a 2-hour meeting with 20 students and a top executive—and set an agenda. Set timetables for the deliverables you expect. Start slowly and build. Consider opening your request list with items that can be delivered free-of-charge.
- **Let your partners know why they are so valuable, and explain how their participation benefits them.** (For example, students may return as future employees to a business; museums will build future members from the local community.)
- **Consider a variety of partnership roles.** Partners can lend support to a fundraising idea, mentor students, offer expertise, or provide materials, services, or facilities to the program.
- **Nurture your partners.** Follow up after activities. Make sure youth send thank-you notes after events in which partners have participated. If a partnership is not working, end it gracefully. If a partnership is working, find ways to publicize its success— call your local newspaper or news blog, or invite them to an event.
- **Bring partners together.** Consider a year-end event at which partners can be honored for their participation. Ensure that youth participate and, ideally, that they plan the event.
- **Tap parents as partners.** Parents can be an invaluable source for languages and cultural knowledge.
- **Highlight what afterschool programs can offer to partners.** Programs can provide community service through projects and educational campaigns, interns or volunteers for local business and community organizations, and service opportunities for college students.



# HANDOUT

## engaging the business community

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By Heather Singmaster

Many people approach businesses solely with requests for funding. Remember that they can contribute through time, expertise, reputation, and leadership as well. When approaching businesses, it is very important to address the two questions they might focus on:

- Why should we make this investment?
- What is in it for the company?

Companies have many resources to share, but are always concerned that their resources be allocated in ways that are in the best interest of the company. The business community might be interested in global learning because:

- Many businesses recognize that developing international skills in local workers makes companies more competitive globally. They may therefore understand the need for programming that builds global competence.
- Business leaders, on a personal level, feel a concern for the community in which they live and want to make sure school- and community-based programs develop the best programs possible for their own children.
- Companies have a mission statement, and the company's philanthropy will often fall within this mission or community statement.

### THE ROLE OF THE BUSINESS LEADER

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The business community has much more to offer than time or money. Here are some roles that businesses can play:

- **Motivator/Leader** – Business leaders can help your group attain new levels of energy and responsibility. A leader can help inspire trust, loyalty, and commitment.
- **Networker** – Business leaders can network with their colleagues and friends and with other leaders in the community who are critical to the success of a program or initiative.
- **Educator** – Partners in the business community can share skill sets your program may not otherwise have available. They may be able to donate time in the areas of accounting, technical skills, or strategic planning.
- **Mentor** – Partners in the business community can share international aspects of the business world with your program and community.

### HOW TO APPROACH THE BUSINESS COMMUNITY:

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- **Join the local Chamber of Commerce**, whose meetings provide great networking opportunities. Try to speak at a meeting to present your plan and gather support. Find your local Chamber of Commerce here: <http://www.uschamber.com/chambers/directory/default.htm>.
- **Make contact with the Chief Executive Officer (CEO) through another employee** in his or her firm or through another personal contact. Before any company can grant its support, it must have the blessing of the CEO, but it is usually best not to go directly to the CEO yourself; decision making on these issues is usually delegated.
- **Consider partnering with education and youth organizations** that already engage the business community, such as Junior Achievement.
- **Emphasize the benefits of the partnership** instead of the cost to the business.



## engaging the business community *(continued)*

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### PREPARING FOR A BUSINESS MEETING

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Preparation is the key to a successful business meeting. Research the company through annual reports, websites, and newspaper articles. Determine who the best person is for you to contact. Be sure to have arguments ready both for you to persuade your contact and for your contact to use with senior management and colleagues. In preparing, focus on these questions:

- What do you need from the business community?
- Does the business have a community policy or mission statement? Does global learning fit in with these policies?
- Is the workforce of the company skilled, academic, professional, or semiskilled? What types of skills does the company require in a worker? Will it benefit from an globally competent workforce?
- What help can people at this company provide that no one else can?
- How can your work help them achieve their goals?
- How can you and partnership with your organization help them?
- Are there other partners already on board that can be involved or other businesses that could join this partnership?

Request a meeting via a telephone call, and follow up with a written request that includes background information. An initial meeting may not produce results: realize that you may need to take time and develop a relationship. Follow up after the meeting with a thank-you letter outlining your proposal.

### REFERENCES AND MORE INFORMATION

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Institute for Healthy Communities. *Engaging the Business Community: Insights and Strategies to Create Partnerships with For-Profit Businesses*. Harrisburg, PA: Institute for Healthy Communities, July 2001.

Heart of the City. *Engaging with Business: A Good-Practice Guide for Community Organisations*. London: PricewaterhouseCoopers, 2002. [http://www.theheartofthecity.com/what\\_we\\_do/downloads/HeartoftheCityEngagingWithBusinessAGoodPractice-GuideForCommunityOrganisations.pdf](http://www.theheartofthecity.com/what_we_do/downloads/HeartoftheCityEngagingWithBusinessAGoodPractice-GuideForCommunityOrganisations.pdf) (accessed February 2, 2010).



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

## ACTIVITY

# exploring diversity and introducing global content

### *procedure*

#### INTRODUCTION

##### **!** key point

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

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

#### ACTIVITY INSTRUCTIONS

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

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

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

Statements:

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

#### DEBRIEF

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

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

##### **!** key point

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

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

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

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

### CLOSING

#### **!** key point

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

### FACILITATION WITH YOUTH

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

HANDOUT  
**personal connections for global learning**

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



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

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

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**culture** → What are your musical and artistic talents, or other cultural experiences?

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

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

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**language** → What languages do you speak and how have you learned them?

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

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

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## HANDOUT

# strategies for introducing new countries and cultures

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

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

#### MATERIALS

- “Agree” and “Disagree” signs
- Tape

## HANDOUT

# exploring diversity: instructions for facilitation with youth

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

### PROCEDURE

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

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

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

#### Statements:

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

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

### DEBRIEF

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

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

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