

TIME: 30 minutes
TYPE OF ACTIVITY Modeling/Demonstration Graffiti Writing
ACTIVITY CATEGORY Activity Planning Program Planning
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 begin to define the components of an effective after-school global learning environment. Participants will understand the value and limitations of the elements of a “typical” global learning environment.
MATERIALS <ul style="list-style-type: none"> Chart paper with prompts written in advance (see Activity Instructions) Tape Markers “Global Leadership Performance Outcomes for Youth” handout “Creating an Effective Global Learning Environment: Instructions for Facilitation with Youth” handout (optional)

ACTIVITY

creating an effective global learning environment, part I

procedure

INTRODUCTION

Explain that this is an activity participants will model and debrief. This activity can also be implemented with young people to involve them in shaping the kind of global learning environment that is most effective.

ACTIVITY INSTRUCTIONS

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

- “When someone walks into a globally focused program, they see ... ”
- “When someone walks into a globally focused program, they hear ... ”
- “When someone walks into a globally focused program, they taste ... ”

Place a handful of markers near each chart. Then ask participants to walk around the room and respond to each prompt with words or short phrases that complete the sentence.

DEBRIEF

When participants have finished, review the charts with the large group. You should see answers that describe things like seeing flags and maps, hearing music, and tasting food from different countries and cultures. Ask participants to describe the value of these elements—what do they add to the global learning environment? Participants may respond that flags signal a welcoming and inclusive culture to participants from diverse backgrounds; that music from diverse cultures connects to interests young people may already have and creates a fun and engaging environment; or that cooking food from different countries helps staff meet existing program goals, such as improving health and nutrition, and global learning goals at the same time. Make sure to acknowledge that these are indeed valuable aspects to an effective global learning environment.

Next, ask participants to discuss in what ways these elements are insufficient and do not provide young people with everything they need to be globally competent. If participants struggle with this question, refer them back to the “Global Leadership Performance Outcomes for Youth” handout to identify outcomes that would not be met by these elements alone. Explain that “typical” elements, such as flags and food, can be fun and are a good way to start creating a global learning environment, but more is needed to create a space where meaningful global learning takes place.

key point

Emphasize that global competence involves much more than just recognizing the products of other cultures or appreciating diversity. It also includes managing and benefiting from diversity through cross-cultural communication and collaboration skills and taking action locally and globally.

creating an effective global learning environment, part I *(continued)*

CLOSING

Segue to the second part of the activity by telling participants that in order to help young people achieve all the aspects of global competence, staff also need to consider the intangible aspects of a global learning environment (or what a global learning environment should “feel” like).

FACILITATION WITH YOUTH

Explain that this activity's graffiti technique can also be used with young people to elicit from them some of the elements that an ideal global learning environment should include. 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.

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.

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: 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.

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- 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_____

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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.