

TIME: 15 minutes	
TYPE OF ACTIVITY Discussion	
ACTIVITY CATEGORY Activity Planning Program Planning Relationships/Partnerships	  
TARGET AUDIENCE Line Staff	
OBJECTIVES <ul style="list-style-type: none"> • Participants will understand the importance of empowering young people to make the connection between global learning and taking action. • Participants will define multiple ways that young people can apply their global learning in their communities. 	
MATERIALS <ul style="list-style-type: none"> • “Global Leadership Performance Outcomes for Youth” handout • Chart paper • Markers • “What Is Global Service Learning?” handout (optional) 	

ACTIVITY

considering what it means to “take action”

procedure

INTRODUCTION

Review the “Global Leadership Performance Outcomes for Youth” handout with participants and point out that a key aspect of global competence is the ability to take action.

! key point

- Discuss with the group that the first step toward enabling young people to make an impact on the world around them is to empower them to see themselves as “actors” on the world stage. Encourage participants to reinforce this concept with youth in every aspect of global learning activities and plans.

DISCUSSION

Ask the group to discuss this question: “Once young people have participated in global learning after school, what kinds of things can they do to apply that learning?” Elicit answers like: doing independent research; sharing what they’ve learned with others (through events and/or peer education); doing action projects to improve their local communities (service learning); connecting with people across the world, including via technology (exchange projects); and exploring new careers (internships and apprenticeships). Write all the group’s responses on chart paper.

CLOSING

! key point

- Emphasize that the term *action projects* can encompass a wide range of activities appropriate to the young person’s interests and concerns. Remind participants to be open to the multiple ways young people can apply global learning in the “real world.” The key to global learning is to make projects and activities relevant to young people’s personal lives and local communities, while reinforcing global competence.

You may want to introduce the group to the concepts in the “What Is Global Service Learning?” handout.

HANDOUT

global leadership performance outcomes for youth

It is important for both staff and youth to understand what goals they are working towards in order to achieve global competence. While global learning is an ongoing process that can begin in early childhood, these outcomes should be seen as an “end goal” that young people who regularly participate in global learning activities should be able to attain by the end of high school. Youth may realize these goals through participation in a range of learning settings and learning experiences over multiple years.

investigate the world

Students can:

- identify global topics that matter to them and can generate valid research questions to help them explore those topics.
- conduct research on global issues using a variety of media formats and sources, including international sources (such as newspapers, websites, or first-person interviews).
- draw valid conclusions about global issues based on their research.
- develop an argument or position on global issues that considers multiple perspectives.

recognize perspectives

Students can:

- express their own perspectives and identify the perspectives of other people or groups, with respect to local and global issues.
- identify factors that influence their own and others' perspectives, such as their own personal experiences, religious beliefs, or other cultural influences.
- explain how interactions across cultures and between individuals with different perspectives can influence events.
- assess varying levels of access to information and resources throughout the world, and can express how that access impacts quality of life and perspectives about the world.

communicate ideas

Students can:

- recognize that people from diverse backgrounds perceive information differently, even when receiving the same information.
- listen to and communicate effectively, both verbally and non-verbally, with a variety of people from diverse backgrounds.
- select and use appropriate technology and media to communicate with diverse audiences.
- reflect on how effective communication can lead to collaboration and understanding.

take action

Students can:

- set short-term and long-term goals related to making a positive impact on local and global issues that matter to them.
- plan and carry out “action projects” based on research, and can articulate the potential impact of their actions.
- assess the impact of their actions on global issues.
- reflect on their role as an actor and advocate for global issues that matter to them.

Note: These Global Leadership Performance Outcomes are in draft form. They were created as part of Asia Society's International Studies Schools Network's Graduate Portfolio System (GPS), which is currently under development. The Global Leadership Performance Outcomes are meant to drive curriculum, instruction, and assessment in conjunction with similar performance outcomes describing criteria for global competence within the academic disciplines.

HANDOUT

what is global service learning?

By Deborah Agrin

Service learning goes beyond volunteering or fundraising. It has explicit learning objectives and involves real-world skills and critical analysis. As service learning has taken root in schools and afterschool programs, its primary focus has been local and national.

However, an examination of global issues can motivate greater understanding of and involvement in local issues, and vice versa. If you already have a service component to your program, consider the global implications of the issues you already address. Or, help youth identify causes that are inherently global, such as protecting the environment, rebuilding after natural disasters, assisting those in poverty, or expanding educational opportunity, and create local projects that take into account global perspectives and implications.

Global learning programs can help youth connect local issues that concern them with the people, communities, and countries facing the same issues. Give young people the chance to consider how they want to make a difference in the world, and provide background knowledge as appropriate to ground the learning and help them make informed choices. Remind students always to respect the people and causes they are taking on. Youth should see themselves not as heroes setting out to rescue victims, but as citizens who share an equal part in the challenges and responsibilities of a global age.

FIVE CHARACTERISTICS OF HIGH-QUALITY SERVICE-LEARNING PROJECTS

It is important to provide structure, focus, and clear learning objectives for knowledge acquisition as young people embark on international service projects. Educators and researchers have identified the following five characteristics of effective community service and service learning:¹¹

1. Sustained Involvement

The guidebook published by the Corporation for National and Community Service recommends that student service activities, to benefit the students and the community, should last for a minimum of 40 hours per school year.

2. Connection to Curriculum and Academic Standards

Aligning service programs with specific learning objectives not only helps make explicit to students the lessons and practices to be learned, but also transforms service learning into a performance-based assessment tool for demonstrating mastery of school, district, or state standards across all areas of the curriculum. In an ever-shrinking world, every service-learning opportunity should help students develop the habits of mind for recognizing the global implications of every action, no matter how local.

3. Student Leadership

In order to foster leadership, responsibility, and accountability, students should be given the opportunity to strategize and make decisions at every

stage of a service project, from assessing community needs to planning activities to implementing a program.

4. Strong Community Partnerships

Service programs designed to address real community needs, identified by both students and community members, help strengthen community relationships and create a foundation for sustainable, effective and sustainable projects.

5. Reflection Activities

Reflection activities—such as class debriefings, journal writing, presentations, or other organized analytical exercises—enable youth to think critically about their service experiences and evaluate possible causes and solutions to issues that arose. Reflection activities should help students consider the local, regional, national and global impact of their actions.

Reflection questions may be as simple as asking “What did you discover about ...”

- **Yourself?** How has volunteering and helping the community changed you?
- **Your community?** How have you changed the community?
- **Your world?** How are community issues connected to global issues, and vice versa?

RESOURCES TO HELP YOU GET STARTED

The organizations below offer assistance on issues ranging from effective practices to project ideas,

11. Adapted from Stephanie Bell-Rose and Vishakha Desai, *Educating Leaders for a Global Society* (New York: Asia Society, 2005), 30–35, http://www.asiasociety.org/files/GSF_EducatingLeaders.pdf (accessed February 2, 2010); Corporation for National and Community Service, <http://www.nationalservice.gov>; and Daniel Weiler, Amy LaGoy, Eric Crane, and Abby Rovner, “Executive Summary: An Evaluation of K-12 Service-Learning in California. Phase II Final Report,” (Sacramento, CA: California Department of Education, July 1998), <http://www.cde.ca.gov/ci/cr/sl/execsummary.asp> (accessed February 2, 2010).

what is global service learning? (continued)

from curriculum resources to teacher training and professional development:

National Service-Learning Partnership

<http://www.service-learningpartnership.org>

The National Service-Learning Partnership is a leadership organization that works with its 7,300 individual and organizational members to promote and strengthen service learning at the elementary, middle, and high school levels. On the site can be found policy, advocacy, and teaching resources as well as links to other national service-learning organizations.

National Service-Learning Clearinghouse

<http://www.servicelearning.org>

The National Service-Learning Clearinghouse serves as an online library and resource center for service learning in kindergarten through 12th grade, higher education, community-based initiatives, and tribal programs. Among other features, the site offers sample service-learning curricula, academic research on the impact of service learning, assessment and evaluation tools, links to funding sources, and a program directory.

National Youth Leadership Council

<http://www.nylc.org>

NYLC has led the development of nationally accepted standards for K-12 service-learning practice, and is helping implement and improve service-learning programs around the world. The National Service-Learning Conference draws nearly 3,000 attendees from around the world for three intensive days of speakers, workshops, and networking. Their Growing to Greatness program is an ongoing national project that publishes research on the state of K-12

service-learning. NYLC also has series of professional development programs, including the Generator School Network.

Corporation for

National and Community Service

<http://www.nationalservice.gov>

The Corporation for National and Community Service was created by Congress in 1993 to expand opportunities for service for people of all ages and backgrounds through Senior Corps, AmeriCorps, and Learn and Serve America. The website provides general resources on service-learning programs as well as specific information on grants.

Students in Service to America

<http://www.studentsinservicetoamerica.org>

Students in Service to America, a site sponsored by the National Service-Learning Clearinghouse, provides general background information on service learning as well as specific tools and resources geared more toward educators and program developers. The resources are broken down to the following subcategories: getting started, finding help, civic and character education links, national organizations that work with youth, afterschool programs, nonprofit service clubs and organizations, and recognition programs.

FIND INSPIRATION!

The organizations listed above are good sources for project ideas and can offer suggestions for ways to form partnerships with the local community. In addition, the following organizations all offer internationally oriented service opportunities or serve as information clearinghouses for other organizations that do implement such programs.

buildOn

<http://www.buildon.org>

Earthwatch Institute

<http://www.earthwatch.org>

Global Citizen Corps

<http://www.globalcitizencorps.org>

Global Youth Action Network

<http://www.youthlink.org>

Habitat for Humanity

<http://www.habitat.org>

Heifer International

<http://www.heifer.org>

Human Rights 101

<http://www.thirteen.org/edonline/hr101/>

Idealist.org Kids and Teens

<http://www.idealists.org/kt/>

Youth Volunteer Network

<http://www.networkforgood.youthnoise.com>

New Global Citizens

<http://www.newglobalcitizens.org>

One World Youth Project

<http://www.oneworldyouthproject.org>

What Kids Can Do

<http://www.whatkidscando.org>

Youth Service America

<http://www.ysa.org>

Finally, see Barbara A. Lewis's book *The Teen Guide to Global Action: How to Connect with Others (Near & Far) to Create Social Change*. (Minneapolis: Free Spirit Publishing, 2008.)



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

ACTIVITY

connecting local to global— and global to local

procedure

INTRODUCTION

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

ACTIVITY INSTRUCTIONS

! key point

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

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

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

! key point

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

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

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

CLOSING

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

HANDOUT

connecting local to global—and global to local

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

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

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

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

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

13. Robert Lee Hotz, “Huge Dust Plumes from China Cause Changes in Climate,” *Wall Street Journal*, July 20, 2007. http://online.wsj.com/public/article/SB118470650996069354-buQPf_FL_nKirvopk_GzCmNOq8_20070818.html?mod=tff_main_tff_top (accessed February 2, 2010).

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

HANDOUT

types of global action projects

EVENTS AND CELEBRATIONS

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

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

PEER EDUCATION

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

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

types of global action projects *(continued)*

COMMUNITY-FOCUSED PROJECTS

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

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

ONLINE EXCHANGES

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

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



TIME: 20 minutes	
TYPE OF ACTIVITY Discussion	
ACTIVITY CATEGORY Activity Planning, Relationships/Partnerships	 
TARGET AUDIENCE Line Staff	
OBJECTIVES <ul style="list-style-type: none"> Participants will be introduced to a series of questions they can ask themselves and their program's participants before and after an action project to assess the project's impact on the local and global community and on young people's learning. Participants will identify ways to begin planning youth-centered action projects. 	
MATERIALS <ul style="list-style-type: none"> "Guiding Effective Youth Action" handout "Examples of Global Action Projects" handout (optional) "Global Learning Project Planning Form" handout 	

ACTIVITY

taking global learning a step further

procedure

INTRODUCTION

! key point

- Explain that the number of possible action projects can seem overwhelming, and that staff should help young people think carefully about the issue they care about most and what actions will have the most effect. Remind the group that as afterschool staff, they should also be mindful of selecting projects that will contribute most to young people's development of global competence.

ACTIVITY INSTRUCTIONS

Review the handout "Guiding Effective Youth Action" with the group.

Ask participants to work in pairs or small groups to review their completed "Local Projects—Global Connections" handouts. Next, ask them to choose one of these project ideas, or one that was shared by the group during the previous activity, and discuss some ways to get started. Participants should use the questions on the "Guiding Effective Youth Action" handout as a guide for this discussion (see particularly the section of the handout under the heading "Questions to Ask Before the Action Project").

Give participants about 10 minutes to talk. Ask for volunteers to share their ideas with the large group, and encourage the other participants to contribute ideas about how the proposed action project might impact the local and global community as well as young people's learning.

You may want to have a brief discussion on how to use the "Guiding Effective Youth Action" handout and its "Questions to Use After the Action Project" to assess learning. Also consider referencing the handout "Examples of Global Action Projects."

CLOSING

Reinforce the idea that action projects, like any other activity, should focus on specific learning outcomes for young people to achieve, and that the projects should be carefully designed to meet those outcomes.

HANDOUT

guiding effective youth action

questions to ask before the action project

The answers to these questions will help you and the young people you work with determine the most effective and appropriate action to take:

- **What are the facts** about this issue?
- **Who is impacted** by this issue in our community and around the world?
- **What action has been taken** on this issue, and what lessons can be learned for future action in our community and around the world?
- **How can we connect** with national and international organizations, events, and media about this issue?
- **Who are the stakeholders** who can influence how this issue is addressed in our community and around the world? (These are typically people with money and/or power at an institutional level.)
- **What and where is the greatest need?**
- **What are the potential consequences** of our actions on individuals, cultures, institutions, and ecosystems? (Have we considered both intended and unintended consequences?)
- **Who else can we mobilize** to become aware or take action on this issue?

questions to ask after the action project

These questions will help you determine if the project was successful and identify lessons learned that might apply to future projects:

- **Relevance** – Did the project address an issue that is important both locally and globally? Were young people able to articulate the personal and societal significance of the issue?
- **Research** – Did youth use a variety of international sources to learn about this issue, including websites, news articles, and books? Did they conduct their own research, perhaps via polling or interviews, on how this issue impacts their community? Are their conclusions based on a solid knowledge base?
- **Analysis** – Did the project thoroughly examine the issue as well as evaluate lessons learned from actions already taken on this issue? Did the project present informed assumptions, ideas, and conclusions on how to take action?
- **Perspective** – Did the project consider the issue, and its possible solutions, from multiple perspectives? Did young people consider how multiple perspectives interact to influence how the issue is or is not currently being addressed?
- **Implementation** – Was the project collaborative, creative, and effective? Did young people meet their goals and demonstrate leadership abilities?
- **Impact** – Did the project inspire others? (How can you tell?)

HANDOUT

examples of global action projects

MAKING ACTION PROJECTS AGE-APPROPRIATE

Consider how action projects can be designed to be developmentally appropriate and meet the learning needs of young people of different ages:

for younger youth

water conservation

Good Shepherd Services staff at New York City's Public School 79, a site supported by The After-School Corporation (TASC), created a series of experiences to help their 8-year-olds understand water conservation. The students learned that water is a finite and shared resource by comparing the amount of water a person in the United States uses with the amount of water used by a person in a developing country. Then the students joined the World Water Day March and walked a "water mile" to experience firsthand how people in the world must adapt when without access to clean running water. The participants translated their learning to their own water conservation practices and educated their parents, teachers, and peers through posters and performances, including a rap about water. Note: Older youth may grasp the reality of water scarcity more quickly, and be ready to take on larger-scale research or action projects that propose solutions to the water crisis.

for older youth

building with books

The Building with Books program at the Marble Hill School for International Studies in the Bronx, New York City, encourages students to investigate contemporary issues, such as sustainability, health, human migration, and the environment, from multiple perspectives—while fulfilling core global history and geography curriculum requirements. Students raise money by participating in related service-learning projects. The funds raised—and the new knowledge and experiences—are put toward a culminating trip to a developing country where students help build a school.

GLOBALIZING ACTION PROJECTS

Consider how you could globalize, or add a global focus to, the youth action projects described below¹⁵:

recycling project

Four students wanted to address their school district's need for a recycling program. They studied energy use across the school district to develop a plan to make schools more efficient. Then, they brought their recommendations to the school board—in collaboration with the district superintendent, who was acting as community partner/mentor for the project.

15. These examples of Extended Learning Opportunities (ELOs) pursued by high school youth in New Hampshire were provided by PlusTime NH.

examples of global action projects *(continued)*

As part of their research, the students visited recycling facilities, researched energy alternatives, conducted surveys, and created sample educational materials. They conducted field trips to learn how other schools and facilities handled recycling, and attended school, city, and community board meetings. They spoke with vendors about the cost-benefit issues of different recycling plans, and developed materials and strategies to educate other students and their community and to raise awareness of the need to recycle.

As part of the group's learning and assessment, students journaled their experience and research, wrote reports, worked on collaborative efforts such as presentations, and created educational materials to promote the program and raise awareness. The group made presentations to school classes, community groups, their Expanded Learning Opportunity team, and the school board. As of the 2009-2010 academic year, these students' high school has a formal recycling program that is run and led by students. The students involved in the action project received credit in environmental science and civics.

community dress exchange

Three students started a dress rental business at their high school. The idea began with a student who had been unable to attend a dance due to the cost of buying a dress. The student-run business now offers dresses at low cost for peers having trouble affording attire for school dances. The project involved researching how to start a business and working with local businesses and shops to obtain dress donations. The group received seed money from Youth Venture, an organization that funds youth-led projects that address a community need. The students planned and wrote a grant application to Youth Venture as part of their project. The high school now operates a full-service attire-rental shop that is run and managed by students. The students who launched the project received credit in social studies and economics.

HANDOUT

global learning project planning form

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