

GLOBAL LEARNING & LITERACY

Afterschool and expanded learning programs can provide the next generation with the 21st century knowledge and skills they need to be ready for college, work and citizenship in a global innovation age. Programs that adopt a global learning framework fulfill their youth development mission while supporting the implementation of academic state standards through intentional, high-quality programming that helps youth apply knowledge and skills to real-world settings.

Asia Society and the Council of Chief State School Officers (CCSSO) define global competence as the "possession of the knowledge, skills, and dispositions to understand and act creatively on issues of global significance." Globally competent students must have the knowledge and skills to:

- **Investigate the world**, including their immediate environment and beyond
- **Recognize perspectives**, both their own and others'
- **Communicate ideas** and collaborate with diverse audiences
- **Take action** to improve conditions both locally and globally

EXAMPLE LEARNING UNITS

You can use this global competence framework to create *intentional afterschool activities* that support your existing program goals and outcomes. For example, if you already offer literacy activities, you can make literacy an opportunity for global learning. Children can learn about other cultures and customs by reading multicultural literature; writing for multiple audiences and perspectives; and performing drama with diverse characters and universal themes.

The ideas in these example learning units are not meant to be prescriptive but are meant to spark ideas; use them as a springboard for your own ideas. Each example here needs to be fleshed out through additional lesson and unit planning.

Ages/Grades: Elementary

Global Competence Domains	Example Activity	Example Program Outcomes*
Investigate the World	As a group, read, discuss and analyze 3 folktales (each from a different country). Youth then research and analyze oral and written folktales from their own heritage.	CCSS.ELA-Literacy.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Global Leadership: Conduct research on global issues using a variety of media formats and sources, including international sources.
Recognize Perspectives	Students identify and document themes, beliefs and morals about the chosen cultures from studying the folktales. Youth compare/contrast the themes, beliefs and morals with their own.	CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Global Leadership: Express their own perspectives and identify the perspectives of other people or groups, with respect to local and global issues.
Communicate Ideas	Each day, youth write (journaling, brainstorming, character sketches, etc.) to explore themes, beliefs and morals from their cultural heritage in order to generate ideas for their own folktale. They share their ideas with peers in order to get feedback.	CCSS.ELA-Literacy.W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Global Leadership: Listen to and communicate effectively, both verbally and non-verbally, with a variety of people from diverse backgrounds.
Take Action	Using their research, each participant writes and illustrates a folktale expressing themes, values and beliefs from their cultural heritage. They then share their stories with program participants.	CCSS.ELA-Literacy.W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Global Leadership: Plan and carry out "action projects" based on research and can articulate the potential impact of their actions.

Ages/Grades: Middle/High School

Global Competence Domains	Example Activity	Example Program Outcomes*
Investigate the World	On a weekly basis, youth in the newspaper club identify and select 3 global topics or international current events to research using various sources such as the internet, social media, newspapers and radio.	Habits of Mind: They build strong content knowledge. They use technology and digital media strategically and capably. Global Leadership: Identify global topics that matter to them and can generate valid research questions to help them explore those topics.
Recognize Perspectives	Students discuss the points of view expressed by the sources/authors and identify the cultural and contextual factors that influence their perspectives. Students use their research findings to inform and discuss their own opinions about the topic/events.	Habits of Mind: They comprehend as well as critique. Global Leadership: Identify factors that influence their own and others' perspectives, such as their own personal experiences, religious beliefs, or other cultural influences.
Communicate Ideas	Participants develop a list of questions and then interview community members and peers to solicit local opinions on the researched topics and to examine the local impact of global issues.	Habits of Mind: They come to understand other perspectives and cultures. Global Leadership: Listen to and communicate effectively, both verbally and non-verbally, with a variety of people from diverse backgrounds.
Take Action	Youth determine the best informational formats (e.g. op-ed, interview, essay, news report, infographic, etc.) to explain their researched topics. Using peer feedback, youth write and revise pieces on the chosen subjects, then share them via the program's online newspaper.	Habits of Mind: They respond to the varying demands of audience, task, purpose, and discipline. Global Leadership: Plan and carry out "action projects" based on research, and can articulate the potential impact of their actions.

*The listed outcomes are a *representative* sample and not a comprehensive or prescriptive list of standards/outcomes that could be included in these units. Customize the academic and youth development outcomes per your program or funder. Consider using existing frameworks and measurement tools to support the articulation of the program's outcomes for youth, e.g. Common Core State Standards, Healthy Eating and Physical Activity (HEPA) Standards, Habits of Mind, 21st Century Skills, youth development, 40 Developmental Assets, college/work readiness, Weikart YPQA, NIOST APT, etc.

RESOURCES

- "Children's Literature Builds Global Competence" by Asia Society: <http://bit.ly/1aQqjKS>
- "How to Choose the Best Multicultural Books" by various authors on Scholastic: <http://bit.ly/1MdQ9uT>
- "English and Global Citizenship" by Oxfam: <http://bit.ly/1OpWWXV>
- Global Fund for Children's multicultural book lists: <http://bit.ly/1Yggwr2>
- International Literacy Association's cultural diversity book list: <http://bit.ly/1O5Kezk>
- American Library Association's list of multicultural books and resources: <http://www.ala.org/emiert/usefullinks/links>
- Worlds of Words: <http://wowlit.org/>
- Words Without Borders: <http://wordswithoutborders.org/>
- The Choices Program: <http://www.choices.edu/>
- ePals: <http://www.epals.com/#/connections>
- Google Lit Trips: <http://www.googlelittrips.org/>
- The Choices Program: <http://www.choices.edu/>
- Primary Source: <http://www.primarysource.org/ps-world>
- Newsela: <https://www.newsela.com/>
- News-Decoder: <http://www.news-decoder.com/>

