

Global Learning & Activity Planning

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 standards through intentional, high-quality programming that helps youth acquire and 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

You can use this framework for global competence to create **intentional afterschool activities** that support your existing program goals and outcomes. Let's look at one example focusing on an elementary program that has a stated program goal of increasing youth's reading and writing skills. The ideas here are not meant to be prescriptive but are meant to spark ideas; use these as a springboard for your own ideas. Each sample idea here needs to be fleshed out through additional lesson and unit planning.

EXAMPLE LEARNING UNIT

Program Area: Literacy

Ages/Grades: 3rd grade

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 will 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 will identify and document themes, beliefs and morals about the chosen cultures from studying these 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 ideas, themes, values and beliefs from their cultural heritage. Then they will share their stories with other 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.

*The listed outcomes listed here are a *representative* sample and not a comprehensive or prescriptive list of standards/outcomes that could be included in this unit. Customize the academic and youth development outcomes listed here per your program or funder, e.g. Common Core State Standards, Habits of Mind, 21st Century Skills, youth development, 40 Developmental Assets, keys to college/work readiness, Weikart YPQA, NIOST APT, etc.



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Instructions:

1. Identify your program outcomes for the selected program/content area. Include [global leadership outcomes](#).
2. Brainstorm global learning activities for the selected programming area that relate to the stated outcomes.
3. Write your activity ideas in the table on the planning sheet next to the appropriate domain of global competence.
4. As you plan, check that each activity builds on the previous activity.

Program Area: _____

Ages/Grades: _____

Global Competence Domains	Activity	Program Outcomes
Investigate the World		
Recognize Perspectives		
Communicate Ideas		
Take Action		