

GLOBAL LEARNING & COOKING

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 for to create *intentional afterschool activities* that support your existing program goals and outcomes. For example, if you already offer cooking, you can make cooking an opportunity for global learning. Children can learn about other cultures by researching and cooking the foods they eat; exploring how food is used in customs and rituals; investigating global issues such as food scarcity, famine, nutrition, and hunger; understanding the role food choices play in personal and community health; and examining how food consumption and cultivation practices affect the global environment.

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	Children work in pairs to search internet sites for breakfast recipes from three different cultures around the world.	P21 Framework for 21 st Century Learning – Collaboration: Demonstrate ability to work effectively and respectfully with diverse teams. Global Leadership: Conduct research on global issues using a variety of media formats and sources, including international sources.
Recognize Perspectives	Children cook several of the researched recipes to learn about and taste what other children eat for breakfast around the world. They research the geography, climate, and customs of the selected cultures in order to understand why those ingredients/foods are important or popular within the cultures of study.	P21 Framework for 21 st Century Learning – Critical Thinking: Effectively analyze and evaluate evidence, arguments, claims and beliefs. 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	Children create a recipe book of breakfast foods they found through research and prepared. Each recipe will include pictures of the cooked dish and a brief overview of the significance of the food to the culture of study.	P21 Framework for 21 st Century Learning – Work Creatively with Others: Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work. Global Leadership: Select and use appropriate technology and media to communicate with diverse audiences.
Take Action	Children share about the cultures of study and demonstrate how to make the breakfast recipes from their cookbook for peers and families in order to raise awareness about different cultures.	P21 Framework for 21 st Century Learning – Communication: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Global leadership: Plan and carry out "action projects" based on research and articulate the potential impact of those actions.

Ages/Grades: Middle/High School

Global Competence Domains	Example Activity	Example Program Outcomes*
Investigate the World	Through internet research and neighborhood walks, youth learn what types of culturally diverse restaurants and families exist in their community.	National Content Standards for Entrepreneurship Education - Entrepreneurial Processes A.02: Discuss entrepreneurial discovery processes. Global Leadership: Conduct research on global issues using a variety of media formats and sources, including international sources (such as newspapers, websites, or first-person interviews).
Recognize Perspectives	Youth survey peers and local residents to learn about food and restaurant preferences. Youth analyze their findings from research and interviews to assess whether local restaurants reflect the community's diversity and interests.	National Content Standards for Entrepreneurship Education - Entrepreneurial Processes A.03: Assess global trends and opportunities. Global Leadership: Express their own perspectives and identify the perspectives of other people or groups, with respect to local and global issues.
Communicate Ideas	Youth create an online map and tag restaurants at their locations and indicate the type of cuisine served (e.g. Mexican or Indian). They share their online map with peers through social media and the program newsletter.	National Content Standards for Entrepreneurship Education - Entrepreneurial Processes A.04: Determine opportunities for venture creation and A.05: Assess opportunities for venture creation. Global Leadership: Select and use appropriate technology and media to communicate with diverse audiences.
Take Action	Youth design a restaurant that serves food from a culture that is under-represented by the restaurants in the community. Using their research and online map, youth determine the best location for their restaurant. Youth research and test recipes in order to create a five-item menu. Then, they share select menu items and their restaurant design with peers, business leaders, and restaurant owners from the community.	National Content Standards for Entrepreneurship Education - Concept Development A.16: Use components of a business plan to define venture idea. Global Leadership: Plan and carry out “action projects” based on research and articulate the potential impact of those 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

- “Follow the Food: Cooking Our Way to Global Understanding” by Asia Society: <http://bit.ly/1YCnkIB>
- *Cooking and Culture* – afterschool curriculum for grades 6-8 by St. Paul Sprockets: <http://bit.ly/1VbmTue>
- *Kids Around the World Cook!: The Best Foods and Recipes from Many Lands* by A.N. Braman, J. Bosson
- *The Kids’ Multicultural Cookbook* by D.F. Cook, M.P. Kline
- *Cooking Around the World* by Kids Cooking Activities: <http://bit.ly/1LxH1pp>
- *Usborne Children’s World Cookbook* by A. Wilkes, F. Watt: <http://bit.ly/1FvdXOo>
- Cooking with Kids: <http://cookingwithkids.org/>
- *Cultural Recipe Starter Book* by iEARN: <http://bit.ly/1NV0rqq>

