

GLOBAL LEARNING & CIVICS

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 civics education, you can make civics an opportunity for global learning. Children can learn US history, government, and democratic principles; study different forms of government around the world; explore the legal system; study the election process and candidate platforms; or do community action or service learning projects on local or global issues to foster civic mindedness.

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	Using a children's book(s) about the Constitution, conduct a read aloud and book talk to study the purposes of the Constitution and three branches of government. Review the Preamble and discuss the rights in the Bill of Rights.	Search Institute's Youth Civic Character Measures – Sociopolitical Discussions: In my classes, we talk about politics and current events. 5th Grade Global Leadership Performance Outcomes: Provides an accurate summary of evidence from sources that are relevant to a global question.
Recognize Perspectives	Youth work in small groups to discuss what goals and conditions they want for their learning environment (e.g. fairness) and the freedoms the group citizens deserve.	Search Institute's Youth Civic Character Measures – Participation Skills: I express my views to others in-person or in writing. 5th Grade Global Leadership Performance Outcomes: Expresses a personal perspective on a situation, event, issue, or phenomenon.
Communicate Ideas	Building on the prior discussion, youth work in small groups to draft a Preamble and Bill of Rights for the group's Constitution.	Search Institute's Youth Civic Character Measures – Teamwork: When working on a team, I do my part to help my team meet its goals. 5th Grade Global Leadership Performance Outcomes: Communicates and collaborates using verbal and non-verbal strategies or behaviors that are appropriate for most audiences.
Take Action	Children create a Constitution that incorporates the strongest points from each group's work. Youth discuss the roles that each "branch" of the group's government (educators, youth, leaders) should play in enforcement of the Constitution. The whole group works together to craft a process for enforcing and amending the Constitution.	Search Institute's Youth Civic Character Measures – Teamwork: I can create a plan to address a problem. 5th Grade Global Leadership Performance Outcomes: Describes a plausible plan to act individually or collaboratively, in response to a local, regional, or global situation, in a way that is intended to improve the situation.

Ages/Grades: Middle/High School

Global Competence Domains	Example Activity	Example Program Outcomes*
Investigate the World	Youth divide into groups. Groups use the internet, news, campaign videos, and other media to research a major political party. Youth will answer questions such as: When did the party begin? Why was it formed? How has it evolved over time? What are its main positions?	College, Career & Civic Life (C3) Framework for Social Studies Standards: D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. 12 th Grade Global Leadership Performance Outcomes: Analyzes, integrates, and evaluates sources of evidence to develop a coherent, well-supported response to a global question.
Recognize Perspectives	Youth share their research with peers, notating which aspects of the party platforms that they agree and disagree with. Then, youth divide into new groups based on their top civic concerns (e.g. education, human rights, the environment, etc.).	College, Career & Civic Life (C3) Framework for Social Studies Standards: D2.Civ.10.9-12. Analyzes the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. 12 th Grade Global Leadership Performance Outcomes: Expresses and explains a clear and specific personal perspective on a situation, event, issue, or phenomenon, and describes influences on that perspective.
Communicate Ideas	In their new groups, youth create a new party and platform to address their top civic concerns. Groups create a party name, symbol, and slogan and draft a party platform that explains what issue(s) it is concerned about, proposed solutions to the issues, and key constituents. Youth share their platforms with peers and local politicians to obtain feedback.	College, Career & Civic Life (C3) Framework for Social Studies Standards: D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. 12 th Grade Global Leadership Performance Outcomes: Demonstrates an understanding of diverse audiences by communicating and collaborating using verbal and non-verbal behavior, language, and strategies that are appropriate to specific audiences.
Take Action	Youth select one way to promote their new political parties and platforms: create a storyboard for a campaign commercial; design an infographic explaining the party platform; create a social media campaign. Then, youth debate peers on their platform issues. Community members and peers observe and provide feedback on who won the debate.	College, Career & Civic Life (C3) Framework for Social Studies Standards: D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies. 12 th Grade Global Leadership Performance Outcomes: Acts individually or collaboratively to execute a plan that is culturally responsive, and strongly likely to improve a local, regional, and/or global situation, and assesses the impact of the action.

*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

- iCivics: <https://www.icivics.org/>
- Annenberg Center: <http://www.annenbergclassroom.org/>
- Center for Civic Education: <http://www.civiced.org/>
- Teaching Civics: <http://teachingcivics.org/>
- Facing History and Ourselves: <https://www.facinghistory.org/topics/democracy-civic-engagement>
- National Constitution Center: <http://constitutioncenter.org/>
- PBS Election Collection: <http://www.pbseduelectioncentral.com/>
- The New York Times Learning Network: <http://nyti.ms/1ZOBNym>

