Expanding Horizons:
Building Global Literacy in Afterschool Programs

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Partnership for Global Learning

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Asia Society has created the Partnership for Global Learning, a national network of educators committed to sharing best practices and promoting policy innovations to help our students excel in an interconnected world. The Partnership provides a free monthly e-newsletter, professional development events, and an annual conference.

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Preface and Acknowledgements

Today's young people will be living and working in a world that is vastly different from the one in which their parents and teachers grew up. Rapid economic, technological, and social changes are connecting us across the globe as never before. To be successful in this global era, young people will need a new set of educational experiences that help them expand their horizons from their neighborhood to the world.

Global literacy—knowledge about the world, skills to collaborate across boundaries, and values of respect and understanding—is no longer for elite students only. The afterschool field is increasingly interested in how their programs can help all young people grow up prepared for these changing times. To meet this need, Asia Society has created this guide for afterschool, before-school, and summer programs, drawing on the expertise of leaders in the fields of afterschool and international education.

Many people with deep interests in the well-being of children and youth have contributed to this project. In particular, I would like to thank my colleague, Alexis Menten, who ably managed all aspects of this important initiative, and Ellen Wahl, our writer and researcher, who conducted extensive research and compiled myriad ideas, examples, and strategies to make this publication a rich resource. Soledad O'Brien graciously lent her time and talent to the DVD, which was produced by our video partner, HomeTeam Productions. Producing this guide would not have been possible without the wealth of knowledge from the project advisors and Asia Society staff, and the model programs they represent.

We are deeply grateful to the Charles Stewart Mott Foundation for their support of this guide and companion DVD and website. We especially thank An-Me Chung, Program Officer, for her vision, practical guidance, and dedication to the importance of global literacy in the afterschool hours.

The variety of approaches in this guide shows that exposing young people to learning about the world is within reach of every type of program. We hope that you will use the ideas embedded in this guide and create some of your own so that we may create stronger networks of interested educators and better prepare our young people to succeed in this new global environment.

Vivien Stewart
Vice President, Education
Asia Society

PART I

Preparing for a Shared Global Future

Our children are growing up in an interconnected world. Today, companies manufacture goods around the clock and around the world, connecting employees and economies as never before. The actions of countries large and small create repercussions that affect the security, environment, and health of everyone on the planet. And people thousands of miles apart can now communicate instantaneously through technology. In order to meet both the opportunities and the demands of this interconnected world, young people need an array of educational opportunities, both during the school day and beyond, to become globally literate.

Global literacy—knowledge about the world, skills to collaborate across boundaries, and values of respect and understanding—is critical to help young people grow up prepared. Today, this literacy can grow locally in our own neighborhoods, which have become as diverse as the world. By taking advantage of all hours of the learning day and year, creating safe and supportive environments, using dynamic approaches that engage and educate, and connecting youth to their communities and their futures, the afterschool field is in a unique position to open new doors to the world.

All young people deserve the opportunity to learn about world regions and global issues, and to be able to communicate across cultures and in other languages. This knowledge will make them more competitive in the job market and will prepare them to be successful as citizens and leaders in the 21st century. While many American students lack the knowledge and skills needed for this new global age, the need is especially urgent among low-income and minority youth. The afterschool field, which reaches a great number of underserved Americans, can help all youth become ready for our changing world.

To young people of all backgrounds and all ages, the world can be a fascinating place. The variation in the ways in which people live, eat, play, and view the world is amazing and intriguing. Once the world is opened to them, young people are eager to expand their horizons—from their neighborhoods to the world.

Responding to a Changing World

Across the nation, afterschool programs are beginning to address the challenges and opportunities of a global age. Here are just a few examples.

- At Brighten Up, an arts and education program in Westwego, Louisiana, children ages 5-12 take "Virtual Vacations." Participants first select a country they are curious about to "visit" and use maps to determine its location, monuments, and physical characteristics. Then they create their own maps in the style of the art of that country, for example *anime* style for Japan or watercolors for China. Over the course of several weeks they learn about the place from an arts perspective by listening to music from that country, bringing in guest artists for workshops, having children use instruments from the culture to play along to prerecorded music, and introducing them to new theater and dance styles. They use the arts and culture to help young people learn literacy, language, math, and wellness by preparing and eating the food, using words from the language, participating in customs and holidays, telling the country's stories, and playing its sports.
- In World Savvy's Global Media and Arts Program in San Francisco and New York, middle and high school youth from ages 10-18 use their experiences in their own communities to examine global themes such as peace and conflict, and immigration and identity. Through participating in workshops and field trips and viewing media and contemporary art, young people explore these topics in depth and create works of visual and performance art and media in response—cartoons, character sketches, spoken-word poetry, and collages documenting real and imagined global journeys.
- At After School Matters in Chicago, a program that provides hands-on job training opportunities for youth, some participants learn directly about global content and careers through apprenticeships with international professionals and artists, such as a sushi chef or Chinese opera singer. Others enhance technology skills and practice global citizenship by refurbishing computers and donating them to a town in Mexico. They raise the money to go to Mexico to deliver the computers, set them up, and train their peers in how to use them.

Programs like these recognize that providing global knowledge, skills, and experiences requires an approach that not only recognizes and celebrates American multiculturalism, but uses the diversity, expertise, and resources in our midst as a point of departure for learning about the world. Afterschool educators and youth workers have a growing responsibility: to expand the horizons of young people beyond themselves and their communities, and ensure that they are ready for work and citizenship in the interconnected world of the 21st century.

New Global Trends and Challenges

Our lives are going global. Political, environmental, economic, and health challenges require international cooperation on an unprecedented scale. Migration and immigration are creating more culturally and linguistically diverse societies across the United States and across the world. Advances in technology and communication continually accelerate our interconnectedness. These dramatic changes call for a new approach in how we prepare young people for success. International knowledge and skills are vital not only for the future of our children, but also for the future of our country and the world.

"All children now are children of the globe, not just children of the neighborhoods where they live."

–HUGH PRICE, FORMER PRESIDENT AND CHIEF EXECUTIVE OFFICER, THE NATIONAL URBAN LEAGUE

The Global Economy

The world is changing, and fast. The rest of the world—from Asia to Africa, Latin America to the Middle East—cannot remain a mystery. The economies of China, India, and Japan, which represented 18 percent of the world's gross domestic product (GDP) in 2004, are expected to represent 50 percent of the GDP within 30 years.[1] Already one in five American jobs is tied to

"While we wait for the formal education systems to respond, there is a giant challenge and opportunity for all who care about youth development and afterschool learning to begin to expose our kids to the larger world beyond our borders."

–TERRY PETERSON, CHAIR, AFTERSCHOOL ALLIANCE

international trade, a proportion that will continue to increase.[2] Future jobs in business, government, health care, law enforcement, and a wide variety of other fields will all require international knowledge and skills. From a family fishing business in New England, to a machine parts exporter in California, to a small farmer in the Midwest, all employees need an awareness of the wider world in order to compete.

Ask any chief executive of a Fortune 500 corporation and they will say that basic skills, such as reading and writing, are simply no longer enough.[3] When they graduate, today's young people will be:

- Selling to other countries
- Buying from other countries
- Working for international companies
- Managing employees from other cultures and countries
- Collaborating with people around the world in joint ventures
- Competing with people around the world for jobs and markets
- Tackling global problems such as climate change, diseases, and disaster recovery[4]

According to the Committee for Economic Development, a non-profit organization of more than 200 business leaders and university presidents, "to compete successfully in the global marketplace, both United States-based multinational companies as well as small businesses increasingly need employees with knowledge of foreign languages and cultures to market products to customers around the globe and to work effectively with foreign employees and partners in other countries."[5]

"If you want to understand business anywhere and be successful, it isn't just about the language. You absolutely must understand the culture."

– NEVILLE ISDELL, FORMER CEO, THE COCA-COLA COMPANY

Security and Citizenship

More than ever before, our national security is intertwined with our understanding of other cultures and languages. Challenges now facing the United States are more complex and more international than in the past. They come in the forms of nuclear proliferation, terrorism, global disease epidemics, climate change, and the desperation and sense of hopelessness rooted in poverty. The only way to solve these problems will be through international collaboration among governments and international organizations of all kinds. As the line between domestic and international affairs increasingly blurs, American citizens will be asked to vote and act on issues that require greater knowledge of the world.[6] Addressing these challenges requires active citizens who are able to create and implement innovative solutions to these global challenges.

"Beyond its economic advantages, global competency is also a cornerstone of democratic leadership and citizenship."[7]

– FERNANDO REIMERS, FORD FOUNDATION PROFESSOR OF INTERNATIONAL EDUCATION, HARVARD GRADUATE SCHOOL OF EDUCATION

Cultural Diversity

The impact of globalization is readily apparent in our own backyards. You don't have to look far to see new faces in new places. The diversity of our neighborhoods in the United States now mirrors the diversity of the world, transforming schools, workplaces, and even the mall. American life increasingly involves interacting and working with individuals from vastly different backgrounds and cultures—a challenge and an opportunity that requires new skills and perspectives. The rapid growth of culturally diverse populations underscores the need for more cross-cultural understanding and dialogue in communities across the nation.

However, despite these imperatives and young people's natural curiosity about the rest of the world, research demonstrates that most young people lack essential international knowledge and skills. Surveys conducted by Asia Society and National Geographic-Roper indicate that, compared with students in nine other industrialized countries, American students lack knowledge of world geography, history, and current events.[8] Very few American students learn languages that large numbers of people around the world speak, such as Chinese and Arabic.

> "What we refer to as international education is in most other countries simply called education. A student in Brazil, Russia, India, China would not need convincing of the merits of a global education, of learning a foreign language, or immersing himself or herself in the culture of a foreign country."
>
> **– TRACY WOLSTENCROFT, HEAD OF GOLDMAN SACHS CENTER FOR ENVIRONMENTAL MARKETS AND HEAD OF THE PUBLIC SECTOR AND INFRASTRUCTURE BANKING**

However, the American public recognizes the urgent need to upgrade our educational opportunities for the 21st century. According to the American Council on Education, 90 percent of Americans agree that students should learn more about international issues.[9] Schools and communities want to think beyond our borders to develop students who can both compete and lead in this century. States increasingly understand the need for an internationally competent workforce. Educators and parents are recognizing that knowledge of the world is no longer a luxury but a necessity. This growing momentum for change signifies that the question is no longer *whether* to teach about the world beyond our borders, but *how* to do it in the context of other demands on education.

What the Afterschool Field Can Do

Global literacy is both an appropriate and relevant goal for the afterschool field. Successful afterschool programs develop and promote strong relationships among youth, schools, families, and community institutions. Afterschool educators bring a wealth of experience in developing understanding and appreciation of peoples and cultures. However, global literacy implies much more than exposing young people to the cultures in their communities. It requires an intentional approach to opening doors and expanding horizons for youth, so as to increase critical knowledge and skills for success.

> "There is a good fit between afterschool programs and global literacy because what both are trying to do is help a young person become a responsible and caring adult—responsible for themselves as citizens, workers, and family members."
>
> **– HEATHER WEISS, FOUNDER AND DIRECTOR, HARVARD FAMILY RESEARCH PROJECT**

Although we live in an interconnected world, many of America's young people have yet to go beyond their block. Afterschool and summer programs help to redress equities among low-income and minority youth. This commitment must now be extended to providing global literacy opportunities to young people who are unable to access them otherwise. Afterschool programs can help all young people realize that they have both the right and the capacity to be successful on the world stage.

Research indicates that sustained participation in afterschool and summer programs can both improve academic outcomes and social and emotional development. To be effective, programs must provide high-quality and intentional programming that offers both academic support and engaging enrichment opportunities that help young people apply knowledge to real-world settings.[10] The field's use of experiential, hands-on activities makes learning more holistic, authentic, and meaningful. Although basic skills like reading and math are necessary, they cannot be approached in isolation. A global approach provides the opportunity to achieve the basics while engaging young people in projects they like to do, whether around science, the arts, or civic participation.

Informal learning programs, including afterschool, before-school, and summer programs in schools, community-based and faith-based organizations, cultural

institutions and museums, and other settings, are appropriate places to try new things and look at learning and communities in new ways. As the education field considers how to best restructure the learning day and year for the benefit of youth, all kinds of education programs can benefit from a global approach that includes strong linkages between academic outcomes and youth development.

Afterschool programs are powerful resources for global literacy, and as such they can:

- Expose young people to in-depth content about global issues as well as cultures, countries, and languages
- Provide youth with opportunities to develop and use media literacy and technology skills to conduct research and communicate effectively on global topics
- Enable social and emotional development critical to cross-cultural understanding, communication, and collaboration
- Develop leadership and civic participation by empowering young people to take action on issues of both local and global relevance
- Engage youth in learning about international possibilities in college and future careers

"It's up to all of us to ensure that all kids have access to global experiences, because schools can't do it alone. Partnerships between afterschool programs, schools, communities, and parents have to be integral to the learning day."

–AN-ME CHUNG, PROGRAM OFFICER, CHARLES STEWART MOTT FOUNDATION

A New Day for Learning

There is a growing movement across the country to rethink the structure of our current education system and consider how, when, and where young people learn best. *A New Day for Learning*, a report of the Time, Learning, and Afterschool Task Force, states, "We can no longer tolerate our traditional beliefs about time and learning. Our highly competitive world demands much more of us all." The task force recommends the following actions.

- Expand the definition of student success to include basic and applied skills.
- Use our knowledge about how children learn to frame their cognitive and developmental experiences throughout the day, early to late—and year round.
- Integrate various approaches and places to acquiring and reinforcing knowledge in the learning day.
- Build new collaborative structures across communities and up and down government hierarchies that focus all available resources on supporting academic and developmental goals for children.
- Create new leadership possibilities and professional opportunities for teaching in and managing a different learning system.[11]

About This Guide

This guide offers strategies and resources for the afterschool field to integrate global literacy—international knowledge, skills, and experiences—into its programs. The guide is not a curriculum, nor is it meant to be comprehensive of all subjects and areas in which afterschool programs are active. Rather, it aims to illustrate key concepts, provide concrete examples, and suggest activities across a wide variety of content and age ranges to give you a sense of the potential for global learning in this setting. Our companion website, AsiaSociety.org/Afterschool, provides direct links to relevant resources.

The ideas and recommendations in this guide are drawn from more than 100 interviews with leaders in the fields of afterschool and international education, a panel of expert advisors, a review of relevant materials, and visits to afterschool programs in several cities. In addition, many examples were mined from internationally oriented schools. Because of its interdisciplinary nature, global literacy lesson plans and curriculum materials for schools tend to be thematic and project-based, and therefore ideally suited for adaptation to the afterschool setting.

Across a wide variety of people and programs in the afterschool field, we have found huge interest and enthusiasm for using global literacy as an opportunity to enhance quality and ensure equity. In this guide, the term "afterschool" includes summer, before-school, weekend, extended day, and other out-of-school time programs in a variety of settings. Some are run by school districts, community and youth organizations (such as YMCA, Boys & Girls Clubs of America, Girls Inc., 4-H, and others), community schools, colleges, summer camps, and libraries.

The primary audiences for this guide are the leaders and directors of afterschool programs, state and regional networks, schools and districts, and coalitions and national organizations. Policymakers may also find the guide useful to help advocate for more opportunities to build global literacy in the afterschool field. The video provided on the DVD packaged with this guide can help you make the case and spur conversation among stakeholders.

This guide includes sections to assist you in:

- **Getting started** by examining your program's mission, goals, activities, and determining ways to take it global
- **Expanding horizons** by building on the experiences of youth, families, and communities to help young people understand new cultures, view the world from multiple perspectives, and develop cross-cultural communication skills
- **Transforming learning** to incorporate global content and experiences across a wide range of subjects and activities
- **Planning for global literacy** through staff development, new partnerships, and evaluation strategies
- **Finding resources** relevant to global literacy through the specific ideas, examples, and programs mentioned here and on our website: AsiaSociety.org/Afterschool

We hope this guide propels you to take the next step—across thresholds, across boundaries, across cultures—and give young people new opportunities and skills to experience and engage the world. The job of preparing young people for the global future is everyone's responsibility, and afterschool programs can play an important role. Global literacy—knowledge about the world, skills to collaborate across boundaries, and values of respect and understanding—is essential to this preparation.

"Afterschool has been called the new neighborhood. It provides the opportunity to broaden children's horizons about a whole variety of new topics."

–JOAN LOMBARDI, FORMER ASSOCIATE COMMISSIONER FOR THE CHILD CARE BUREAU, U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

For more resources and to get started on the ideas above, visit our website:
AsiaSociety.org/Afterschool

PART II

Getting Ready to Go Global

Our future success now depends on a new kind of literacy—global literacy. Global literacy can advance academic achievement, social and emotional development, and civic engagement for the young people of the 21st century. The approaches found most successful in the afterschool environment—such as an asset-based approach, the involvement of families and communities, and the use of interdisciplinary themes, project-based learning, and real-world connections to learning—are also the most successful approaches to global literacy. Therefore, you may already have many of the tools you need to take your program global.

This section outlines ways to infuse global literacy into your work with young people. The steps are meant to help spark ideas and sketch out a path, not provide a single formula for success. In this section, you will find the elements of global literacy and competencies that young people will acquire. You will also find strategies to help you examine your mission, reflect on your relationship to the school day and year, consider developmental issues, take advantage of the afterschool environment, and review your current programming and resources for ways to get started.

Become Familiar with Global Literacy

Before beginning to integrate global activities into your programs, it is important to have an idea of what global literacy encompasses and what competencies young people will acquire.

To work, produce, and participate in a global society, young people need:

- **Knowledge** of other world regions, cultures, and global/international issues
- **Skills** in communicating and collaborating in cross-cultural environments and in languages other than English, and in using information from different sources around the world
- **Values** of respect and concern for other cultures, peoples, and places[1]

Global literacy involves learning about other world regions through arts and culture, language, economics, geography, mathematics, and science. It can be interwoven through a variety of projects and activities, including performances, festivals, celebrations, sports, games, and food, as well as various approaches to learning such as themes, simulations, leadership training, peer education and mentorship, apprenticeships, and authentic experiences via travel and technology. Global literacy is not a separate subject, but rather a perspective that informs and modernizes every academic subject and area of cognitive and social development.[2]

Young people who are globally literate have attained a range of competencies that enable them to *connect*, *collaborate*, and *compete* with peers around the world. For example, they:

- **Acquire essential global knowledge and understanding.** Young people can examine and understand world regions, current events, and global issues, recognizing how international systems are interconnected and interdependent. They understand the global dimensions of academic subjects, including literacy, science, and math.
- **See the world from multiple perspectives**. They analyze and evaluate global and local issues from different points of view, thinking creatively and critically about the complex interconnections between global issues and individual realities.
- **Communicate across cultures and boundaries**. They participate effectively in diverse cultural situations, and use language, technology, and collaboration skills to access information about and from the world and communicate effectively.
- **Take responsibility for their own learning and for the planet.** They learn about and engage with critical global issues, making ethical decisions and responsible choices that contribute to the development of a more just, peaceful, and sustainable world.

If you are new to global literacy, there are programs, materials, people, reports, and websites that can help. Existing afterschool programs and efforts underway in internationally oriented schools can give you ideas. In addition, Asia Society has created the Partnership for Global Learning, a national network of educators committed to sharing best practices and promoting policy innovations to help our students excel in an interconnected world. The Partnership provides a free monthly e-newsletter, and holds webinars, professional development events, and an annual conference. For more information, please visit: AsiaSociety.org/PGL.

"Why make them wait until they go to college to learn that it is a great world out there?"

–GREG ROBERTS,
FORMER PRESIDENT AND CEO,
DC CHILDREN & YOUTH INVESTMENT TRUST CORPORATION

Examine Your Mission and Connection to the School Day

The next step is to consider the areas in which your program concentrates and start exploring how to approach them in a global context. Whether your mission is academic enrichment, career development, literacy, informal science, social and emotional skills, creativity, sports and health, or some combination of these, decide how the wider world relates to the entire educational experience of the participants in your program. Assess your current mission and goals to see where you can broaden your approach to connect to the 21st century skills and global literacy you want young people to achieve. The ideas contained in the rest of this guide will help.

Global Skills Are 21st Century Skills

The Partnership for 21st Century Skills is an organization that brings together business and education leaders and policymakers to define a vision for 21st century education, including four skill areas it considers essential for success in the new century.

- **Core subjects and 21st century themes.** Mastery of core subjects is essential for students in the 21st century, including English, reading or language arts, world languages, art, mathematics, economics, science, geography, history, government, and civics. However, we must move beyond a focus on basic competency in core subjects by weaving themes relevant to the 21st century—such as global awareness—throughout all subject areas.
- **Learning and thinking skills.** The ability to learn and innovate is what separates students who are prepared for the increasingly complex life and work environments of the 21st century and those who are not.
- **Information, media, and technology skills.** To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as information literacy, media literacy, and ICT (information, communications, and technology) literacy.
- **Life and career skills.** The ability to navigate the complex life and work environments in the globally competitive information age requires young people to pay rigorous attention to developing adequate life and career skills.[3]

Then, explore how the global literacy goals of your afterschool or summer program might link to the school day. There are several possible approaches to consider.

A seamless connection between school and afterschool can heighten global learning. School and afterschool educators can share consistent goals, expectations, and practices. Curriculum maps and regular planning sessions can help educators align content to maximize impact for the benefit of youth. For example, if students are studying a particular period of world history during the school day, afterschool educators can create experiential learning opportunities that explicitly connect contemporary issues to historical background.

Complementary but separate roles between school and afterschool programs can support the acquisition of skills. Some afterschool programs may have an international focus where the school itself does not. Nevertheless, afterschool programs can still use global activities to reinforce skills covered during the school day. For example, if children are preparing for a language arts test, the program can concentrate on reading and writing using books with an international focus.

A focus on enrichment objectives distinct from the school day can use the arts, languages, media and technology, sports, and play to create opportunities to develop 21st century abilities, which can include everything from effective cross-cultural communication to collaborative teamwork, from creativity and innovation to critical thinking skills.

Summer programs can offer immersive experiences and extended investigations of places, people, and global issues that connect to learning throughout the year. Summer is also an ideal time for in-depth exposure to world languages, community action projects, and travel.

"What our elementary students are *studying* about culture in school is what they get to *experience* after school."

–KELLY ARAMAKI, PRINCIPAL,
JOHN STANFORD INTERNATIONAL SCHOOL, SEATTLE

Consider Developmental Issues

Regardless of how global activities relate to the school day, they must take account of how children learn and grow, and select concepts and issues that are developmentally appropriate.

For young children, expand their world view by starting with self and family. Then broaden their knowledge to other children and families around the world. Young children have a natural sense of empathy and curiosity. They understand the concepts of difference, comparing and contrasting, and giving and taking. It is both developmentally appropriate and powerful to help them share, give, and think outwardly.

In middle childhood, 6- to 10-year-olds form more complex relationships beyond family, particularly with peers. They are increasingly able to analyze and categorize, which, under some circumstances, can lead to prejudice and stereotyping.[4] But they are also developing a strong sense of morality and fairness. They can grasp multiple perspectives and explore how and why people live and learn differently in other places.

Early adolescents have a sense of how things connect and can understand causality. They're becoming good problem-solvers and critical thinkers and are looking for ways to make a difference. They want to interact socially with other young people as they start to seek independence and define their identity. This age is ripe for tackling global issues like the environment, and collaborating across borders online and in person.

Teens and high school students are ready for a lot of choice and a lot of voice. Global activities can be a strong draw for older youth, offering opportunities to take leadership on issues about which they care deeply. International affairs debates such as Model UN, World Affairs Challenge, and Capitol Forum are very attractive to this age group, as are apprenticeship models where teens master high-level skills under the tutelage of experts and professionals.

At any age, a focus on global literacy can help to build the foundation for empathy, civic participation, and career success as well as strategies that help youth deal with complexity in their own lives. Tap young people's assets to build their resiliency and simultaneously their knowledge and skills for a global world.

> "When we look at developing globally minded kids, we need to open up their vision of what is around them and what is far away. It's not just about learning about cultures or language. It's about developing a new world view."
>
> –DELIA POMPA, VICE PRESIDENT OF EDUCATION, NATIONAL COUNCIL OF LA RAZA

Take Advantage of the Afterschool Environment

Afterschool programs can create a space for development and learning that is both appealing and emotionally and physically safe. Afterschool programs rely on hands-on experiences that keep participants engaged while expanding their horizons. Focus on the specific approaches that are successful in your program and apply them to global content.

Project-based learning starts with a question or problem that interests young people. As consumers, how might we be contributing to global poverty? Are there economic reasons why people pollute our planet? Can we stem the spread of global epidemics like malaria and tuberculosis? How can the world's largest producers of carbon emissions, the United States and China, work together on energy issues?

Object-based learning uses objects to tell the stories of people, cultures, land, and environment. What is an object, such as a tool or a musical instrument, made of and why is it made? Who first made it, and who uses it today? What does it tell you about life in its country of origin?

Field trips to your community, another community, a museum, or a cultural institution build on what youth are learning. Think beyond four walls to the areas in your community that could be considered "living museums," for example a street full of markets, restaurants, clothing, and organizations from another part of the world.

Events, festivals, and celebrations are a favorite way for afterschool programs to bring in parents and the community—and highlight traditions, food, and connections from around the world. They are a great way to get participants excited about global learning, and also important entry points to more in-depth content knowledge.

Travel and exchanges alter perspective and expand vision. If young people do not have the opportunity to travel to other countries, you can help youth travel virtually through technology—and exchange experiences with peers in other places.

Guest speakers and artists in residence can help bring local, cultural, and global connections to life, as well as provide insight into international careers. Colleges and universities can be useful sources of international students and faculty, as well as American students who have recently returned from work and research abroad.

Internships and apprenticeships attach young people to experts and professionals in a range of fields and build skills, career awareness, and connections for the future.

When teaching about the world, there is no shortage of approaches, topics, or themes. No matter what approach you use, compile high-quality content and curricula to ground the learning. Materials about other cultures and global issues abound, but the challenges are to adapt them to the afterschool environment and create an integrated approach across your program. Educators today need to become global researchers who are excited about being informed and committed to lifelong learning in this area, and who identify and collect the resources and materials needed to provide global experiences for young people.

"Does your program have snack or meal time? Do you take trips? Do you have college students? Do you focus on games and social recreation activities? Start there and bridge to relevant international content."

– RON FAIRCHILD, EXECUTIVE DIRECTOR, NATIONAL CENTER FOR SUMMER LEARNING, JOHNS HOPKINS UNIVERSITY

Global Curriculum Resources

International and afterschool organizations are developing curricula for afterschool programs that focus on the wider world.

- Asia Society's online educational resources include lesson plans, maps, images, glossaries, and timelines, interactive storybooks and arts exhibitions for children, and interviews with professionals in global careers for middle and high school students. Museums, universities, and other non-profit organizations often have education websites that contain a wealth of materials for educators on different places, cultures, and global issues.
- Online collections of lesson plans and teacher resources, such as National Geographic Society's Xpeditions, cover global issues such as climate change, alternative energy sources, and environmental threats. Thinkfinity, provided by the Verizon Foundation, has a special section of project-based activities for afterschool educators including materials on the global aspects of science, history, and social studies.
- Global GraffitiWall, from the Center for Afterschool Education at Foundations, Inc., has fast and easy games, puzzles, activities, and projects that can be used as kick-off and transition activities into global content.
- The National Center for Summer Learning at Johns Hopkins University and Development Without Limits have created an experiential, youth-driven approach to the typical afterschool festival. Their summer curriculum, "All Over the World," helps participants work collaboratively to research specific cities around the world and then create a culminating event where they share their newfound expertise with family, friends, and community members.

Review Current Programming and Resources

Once you have identified possible entry points and resources for integrating global literacy into your program, you may be surprised to find that many of the elements needed to take your program global are already in place.

Evaluate your space and materials. What books and games do you already have that speak of other places, people, and cultures? What newspapers and magazines can you use to start discussions about what is going on in the world? Make a list of your program's potential tools for global learning: digital equipment, films and videos, musical instruments, visual arts materials, maps and globes, and anything else you can think of. If you are a guest in another organization or classroom, fill a suitcase with these materials—an appropriate symbol for experiencing new places and new people!

Expand opportunities for discussion and reflection, including workshops, debates, story circles, transitions, and journaling. Ask young people what they are curious about and what they want to know about the rest of the world. What international knowledge and background do they bring? What would they like to speak up about or take action on? Create a safe and respectful place for youth to explore global issues, and you'll see how quickly this exploration connects to their lives in myriad ways.

View existing projects or activities from an international perspective. Does your program teach martial arts? Perform African dance? Celebrate Chinese New Year? Use the activities you already do as springboards—not only to learn facts about the places where these arts developed, but also their connections to culture and philosophy. Similarly, you can reinvigorate your environmental projects with a global approach, comparing the ecological footprint of the average American citizen to those in other industrialized nations and to developing countries.

When integrating global literacy, think about what resonates for you, your community, the young people you serve, the priorities you have set, and the principles that guide your work. The key is to be intentional and explicit when integrating global dimensions into your work with young people. Identify and communicate with staff, youth, and families about the rationale for global content, activities, and outcomes. Highlight the global aspects of each theme, topic, or activity. To make global learning fun and engaging, design an experience that capitalizes on the active learning of the afterschool setting. Create a unified program that integrates a worldwide perspective into everything you do.

"If you are using African music, also use it as an opportunity to talk about the country where that music comes from, spend some time looking at the globe, and do some reading about the origins of this music. Really be intentional about building a program that brings not only experiences, but knowledge to young people."

– MAYOR DAVID CICILLINE, PROVIDENCE, RHODE ISLAND

For more resources and to get started on the ideas above, visit our website:
AsiaSociety.org/Afterschool

PART III

Understanding Culture through Communities

Global learning starts at home, in America's diverse communities. The children and families that afterschool programs serve bring rich sources of knowledge about the world. They may be recent immigrants with extensive cultural knowledge about their country of origin. They may have connections through family, work, or faith to people in other parts of the world. Or they may have a passion for specific global issues relevant to your community.

Once you start looking, global connections are everywhere. Chances are that your program already includes some global activities through the arts or holiday celebrations. Mentors and educators may already share their languages, cultures, and interest in international issues and careers with young people. Afterschool programs welcome cultural diversity and promote understanding. They can urge young people to expand their horizons beyond themselves to their communities, and beyond their communities to the world.

In this section, you will find ideas to help you build on the expertise and perspectives of the youth and families you serve. There are also strategies to help you connect young people to the cultures in their communities and around the world through identity, heritage, and universal pursuits. You will also find ways to promote multiple perspectives and develop cross-cultural communication. Afterschool programs can give participants the support not only to find themselves in the world, but to make sense of it.

Involve Youth and Families

Young people of all ages can play important roles in global program development. Explore the experiences and talents of your own participants. Use games, art, music, discussions, and peer interviews to find out the languages children speak, the international issues they care about, the artistic and cultural things they value, and the stories of their lives. Help young people interview community members and elders about the history of the community, where they and their neighbors came from, the traditions that have endured, and the objects that have meaning to them.

You may want to ask participants to examine a current activity in your program, determine what about the activity or subject is global, and brainstorm ideas on how they could expand it. Or elicit their ideas about what new things they want to know about other people, places, and cultures. Conduct focus groups with your participants, and have them conduct focus groups with their peers about what a globally oriented afterschool program should focus on.

One way to facilitate the discussion is to help participants explore what they already know about a place or issue and what more they want to find out. Set up "study groups" to conduct research about specific cultures, cities, and countries that are represented in the community or that young people are curious about. Create workshops that enable young

Getting to Know You

The After-School Corporation (TASC) program at Public School 79 in New York City, operated by Good Shepherd Services, created a framework that focuses on empathy and action to build strong relationships between elementary-age children. "New Beginnings" helps children break old habits and create new attitudes toward teamwork through selections from the KidzLit curriculum. "Getting to Know You" builds tolerance and respect for the different cultures represented in the program through cross-cultural events such as music and dance performances. "Moving Forward" unites children together behind a single global theme—the environment, hunger, homelessness, or endangered species—and encourages both learning and action as a team.

people to examine local issues relevant to them, such as poverty, health care, or education, and help them identify the places and people across the globe that are also affected by these issues. Enable young people to research their projects through community and ethnic media, in school and community libraries, and on the web. Engage them not only in collecting factual information, but in analyzing multiple opinions and perspectives on global topics to help pinpoint the aspects that intrigue them and the nuances they want to understand.

A global focus can make your program an inviting place for families as well as children to share their talents. Outline for parents and other relatives why global literacy is important to their children's futures and the global skills and knowledge you hope your program can build. Ask for their reactions and suggestions. You may want to include international family members on your advisory council. Create a committee involving staff, parents, other family members, and youth to focus on family involvement in global content and activities.

While parents and families may be busy and not have a great deal of time to spare, they may nevertheless be eager to preserve and share cultural knowledge, languages, and traditions. Make a list of what families can contribute. Consider their knowledge, experiences, languages, recipes, art and music, travels, and stories as well as material resources. Organize family events and celebrations of children's work that include food and child care, with booths that engage families in sharing their crafts, cooking, stories, and other talents.

Regardless of the role you have crafted for them, help your staff reach out to families with sensitivity and respect. Seek advice from experts and ethnic, heritage, and language organizations. This is an opportunity both to motivate family participation and give them a solid understanding of what their children will need to be successful in a global economy.

Start with Identity and Heritage

Afterschool programs can enable participants to understand their own background better and then use it to connect to the rest of the world. Help young people find who they are and where they are from by starting with something as simple as names. Encourage them to conduct research about the origin of their own names and the names of their streets, towns, and states.

Next, build out to focus on where young people come from and how they got here. At the Indo-American Center in Chicago, young immigrants often define themselves only as "different" rather than from a place that has a name. To help them realize what is theirs, the program uses theater and improvisation to help young people create skits, respond to prompts, act, and invent in ways that develop their cultural knowledge, their confidence, and their ability to share their heritage.

At the Hopi Foundation's Center for Prevention and Treatment of Violence in Tucson, Arizona, refugee children from Africa and South and Central America in the Owl and Panther program participated in the Comic Book Project to create comic books that tell the story of how they came to the United States. Participants then led outreach projects to help community members understand the different reasons why people come to the United States.

World Savvy, a global education organization in San Francisco, Minneapolis-Saint Paul, and New York, engages young people ages 10-18 in learning about three

"I have friends from North America, Asia, and some from South America, Africa, and Europe. I like learning about the world because I want to know how many people celebrate the holidays that they have, how they eat, and what they wear."

–CHRIS LACY, 7 YEARS OLD, GLOBALARTS TO GO PARTICIPANT

aspects of identity and immigration: self, movement, and settlement. Using activities, journals, discussions, films, and field trips, the program helps young people look at their own identities, much of which is determined by their diverse backgrounds and communities. Then they create art in response to the experiences of global migration and settlement patterns around the United States and the world. The young people explore where the people around them have come from, and in turn understand citizenship with a more global perspective.

At any age, be aware that discussion of identity and heritage can quickly bring up sensitive issues, such as immigrant status or discrimination. Consider how you already create a safe space for youth and how to explicitly extend that to include learning about the world. Working with young people to create mutually agreed upon ground rules, including respect and confidentiality, is a vital step towards cultural sensitivity and cross-cultural communication.

"Exploration of identity took us everywhere globally."

–JOVANINA PAGANO, EDUCATION COORDINATOR, THE CHILDREN'S AID SOCIETY

Teaching about Culture

The Peace Corps has produced a series of resources available free online to help educators teach about culture.

- *Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding* offers exercises for grades 6-12 to help students understand cultural differences and build tolerance for ways other peoples around the world might differ from them. The exercises address the definition of culture, generalizations, interpreting behavior, seeing both sides of an issue, and resolving cross-cultural misunderstandings. Activities are adaptable for younger or older students.
- *Culture Matters* is a cross-cultural training workbook designed to prepare new Peace Corps Volunteers to live and work effectively and respectfully in their host country. You can use *Culture Matters* to teach your high school students about culture through the guide's learning objectives, frameworks, and skill-building activities.

Introduce Culture

America's neighborhoods are made up of people from many backgrounds and filled with many traditions, old and new. Young people belong to many different communities, based on heritage, interests, and faith. Each of these groups has its own set of expectations, rules, and customs. Facility in moving with ease and knowledge among different groups and between different places is a foundation of cross-cultural literacy.

"You don't just teach about global issues, you connect them—to lives, communities, and cultures."

–COURTNEY KILLINGSWORTH, ASSOCIATE DIRECTOR OF PROGRAMS, GLOBAL KIDS

The term "culture" can mean the civilization or achievements of a defined group of people, and it also can refer to the practices, perspectives, and products used by a group of people in daily life. Culture is often seen as something exotic and abstract, but it is a part of everyone's daily life. To help young people see other cultures outside their own, provide them with experiences that shake them loose from the things they may take for granted.

Every culture and group of people must address needs that are familiar and universal: how to get food and water, build shelter, stay warm and protected, and mark the passage of time. These universal concerns are the basis for human social organization. As you have young people look at each of these basic needs, examine how cultures have addressed them differently because of certain factors articulated by the Field Museum of Chicago's Center for Cultural Understanding and Change.

- **Environment**—What have people had available to them in the natural as well as the built environment?
- **History**—How have people done things in the past and how does that inform what they do now?
- **Creativity**—How has the unique ability to imagine and innovate helped humans adapt and solve problems?[1]

Regardless of the topic or content, when looking across boundaries and cultures, you can help young people with a range of skills.

- **Collect and compare.** Looking at more than one, and preferably more than two, cultures or ways of doing things helps put difference in perspective, and avoids "us vs. them" dichotomies.
- **Put themselves in the picture.** Learning about culture is not only learning about others. It requires seeing all of us in relation to each other. This not only builds understanding but also helps young people envision their place in the larger world.
- **Examine form and function.** Consider how the function of an object or a practice affects its design, and how the design of an object or a practice affects how it is used, preserved, and passed down.
- **Ask why.** Once youth start recognizing and understanding the rules of a culture through comparisons and begin imagining how they would respond to similar circumstances, they can more easily comprehend why people act and react the way they do.

"It is exhilarating to be exposed to other cultures. Your hunger for global experiences and for global literacy is never sated once you start."

– HUGH PRICE, FORMER PRESIDENT AND CHIEF EXECUTIVE OFFICER, THE NATIONAL URBAN LEAGUE

Move from the Familiar to the Universal

Once you have introduced youth to the idea of culture and the cultures of their communities, start with the familiar elements of every culture and expand outward to new places and peoples.

Clothing is an easy entry into global and historical comparison. Focus not only on how but also why people dress as they do in different places. Look at weather's effect on clothing choices. Consider what materials are available and where and how clothes are made. Go beyond naming the various garments and accessories and examine implications. In India, for example, dress can indicate region, caste status, and ethnicity and provide insight into India's history and culture.[2]

Food is a great draw for afterschool programs and events. What we eat, how we eat, what we cook in, and where our food comes from connects us to other peoples, places, and lives. Every food and every object associated with food – even our own – has a story that young people can trace around the world. Research a staple like bread, rice, potatoes, or yams and compare the variety of ways that people around the world grow, prepare, and consume it. Select a food children eat and help them trace all the processes and ingredients that go into making it, and where in the world they come from.[3]

Shelter is another easy way to explore the ways people have solved a basic need. Children can investigate how environment, history, and creativity determine what houses people build. Help participants think about the houses in their neighborhoods. What do they look like? How far apart are they? How do people live (or not live) together in them? And how do these reflect cultural practices, including family structures, population pressures, and notions of privacy and community? Pick a few places in other parts of the world and compare them to your own neighborhood.[4]

Marking the passage of time is part of every culture, and societies celebrate important events with rituals and festivals. Involve young people in creating calendars with meaningful events from their own cultures. Prompt them to think about natural, social, and religious events: seasons and equinoxes; the start of school, school vacations, graduation days; national holidays; and religious observances. Compare the participants' own calendar with other calendars across time and place, such as agricultural festivals like Thanksgiving in the United States and Chuseok in Korea that celebrate planting and harvesting. For Halloween, the Brighten Up program in Louisiana studied Transylvania and the architecture of the real Dracula's castle. Participants designed and created their own castle out of clay, culminating with a Halloween celebration complete with Transylvanian folktales.

Afterschool programs can actively honor and embrace culture, traditions, and events, especially those with special significance to the young people they serve. Think about your current celebrations (Ramadan, Chinese New Year, Cinco de Mayo, Hanukkah, Christmas), and any festivals (international dinners, cultural fairs, etc.) as a yearlong timeline of activities rather than as one-time events. Build up to each event, and expand from them into other aspects of that culture.

"What is needed is to help young people break out of their narrow framework. While they need to understand their own background, in today's world they need to understand other people's framework—where they're coming from, what's their perspective."

–TERRY PETERSON, CHAIR, AFTERSCHOOL ALLIANCE

Promote Multiple Perspectives

Learning that one group of people does things one way, while another group operates in an equally effective but different way, is the foundation for expanding perspective. The capacity to see a situation from multiple perspectives builds understanding and empathy and is also a basis of creativity. It makes us more adept at crossing from one culture to another, feeling confident that we know the right thing to do and that our actions are respectful.

Programs can expand perspectives in a number of ways. Using physical experiences to help young people see things from different angles can be as simple as viewing an object from multiple directions. Employ films and other forms of art and media to help young people see the perspectives of others. The Journeys in Film curriculum accompanying *Whale Rider*—a New Zealand film that depicts a young Maori girl who struggles to keep the culture of her rural community alive while challenging ancient traditions—gives young people practice in building perspective. After watching the film, participants look closely at six specific areas of Maori culture, presented through an in-depth study of each character. Then they role-play, create skits, and write letters from the perspective of the characters.

"If you're in one box, that's your heritage. But when you step in another box, you're learning all new things."

–JAMAAL, 10 YEARS OLD, HIGHER ACHIEVEMENT PARTICIPANT

You can also help young people understand different points of view by examining current events from news outlets around the world. Guide participants to pick several pieces of media that address the same global issue from different sources. Then discuss: How do these stories represent the issue and the actors involved in positive or negative ways? How might the stories enhance or decrease cross-cultural understanding? One example might involve looking at a national election and how it is reported inside and outside the country, including where a large diaspora from the country in question resides. Youth then craft their own media stories about something in their community or their culture that is misunderstood or would surprise outsiders.

News from Around the World

In addition to global coverage in major media outlets like CNN, BBC, PBS, and the *International Herald Tribune*, direct youth to get their news straight from primary sources of international content.

- The major news outlets of many countries are now also available online in English. Visit the Newseum's website for today's headlines on front pages around the world, or Google News for updated stories from English-language media sources such as the *Jakarta Post*, *Japan Times*, *Korea Herald*, and *Moscow Times*.
- Link TV brings diverse international stories and perspectives to American viewers through its satellite television broadcasts and online streaming video. Or try America Abroad Media, which provides radio and video programs online with historical context and international perspective on a single issue.
- Voice of America publishes news stories and podcasts online in 45 languages, and has specific stories and resources tailored towards English-language learners.

Support Cross-Cultural Communication

Learning to understand the perspective of others and collaborate with others from a wide range of backgrounds is an important skill for success in the global community, while reducing conflict and helping young people get along with each other is a major purpose of many youth development organizations. Developing a specific focus on cross-cultural communication can help you achieve both. To feel comfortable in another community or culture requires knowledge—about what is appropriate behavior, what causes insult, and what engenders respect.

First help participants analyze how they talk to each other. What are the "rules" for respectful conversation? Is there a pause between when you finish talking and someone else starts? How close or far away do you stand while talking to someone? Does everyone agree on these rules? Focus on unfamiliar situations when participants did not know how to act or dress, such as starting a new school or visiting an office for the first time. Extend that to think about how our different relationships govern behavior, whether between a teenager and an elder or between employee and employer. Share how we greet one another and act in different situations—with friends on the street, for example, compared to meeting an adult for the first time. Look at different ways of greeting in other communities and around the world, such as bowing and shaking hands, and different ways of greeting depending on factors such as age or social status.

Together, work with young people to craft strategies for how to deal with these situations. Guide youth in realizing that they already take cues from the people around them, and show how to respectfully watch and learn when they are unsure. Catch phrases, such as "Not right, not wrong—just different," can help remind youth how to adapt when they move outside their own neighborhoods and comfort zones.

You can use a global lens to examine violence and help children deal with conflicts. At the University of Chicago Charter School Donoghue Campus, children who participate in the extended day program work on ways to resolve conflicts as they connect their own African American roots to Martin Luther King's quest for non-violence in this country. From there, they learn about Gandhi's non-violent campaign to liberate India from British rule.

After School Matters in Chicago used food as the basis for fostering peace. "Our Neighborhoods, Our Culture, Our Cuisine" developed in response to tensions and fights between youth from different neighborhoods. Participants selected an ethnic group from their city and learned to cook a meal from that culture. They made posters and invited youth from other neighborhoods to join them for the feast. The next week, they swapped and went to another meal in another community. The program culminated in an overnight stay at an international hostel where they met young people from other countries and learned to interact positively with both their Chicago neighbors and global guests.

As the United States faces major demographic changes, especially in its younger population, afterschool programs provide safe spaces for different groups to come together. Young people evolve by identifying their place in the world—who they are in relation to others and where they stand as individuals. Educators have a responsibility to expose young people to other cultures—both in their own backyards and around the world—and to provide opportunities for young people to apply newfound international knowledge and develop global literacy.

"We can willingly bring our world closer together if we know more about it."

–TUYEN, 15 YEARS OLD, ONEWORLD NOW! PARTICIPANT

For more resources and to get started on the ideas above, visit our website:
AsiaSociety.org/Afterschool

PART IV

Transforming Learning

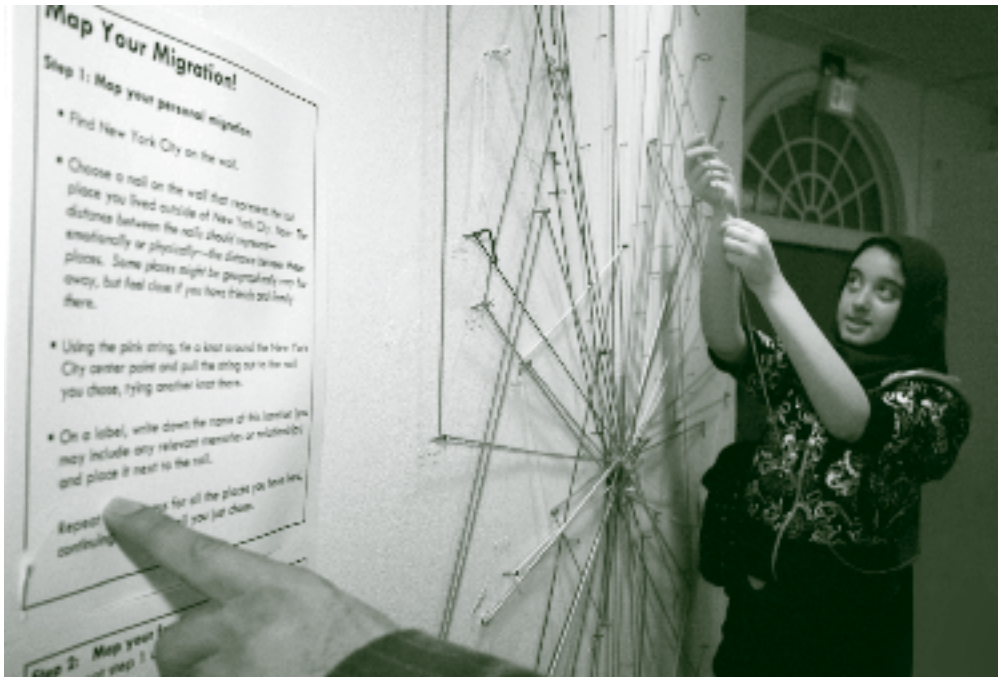
Understanding identity, heritage, and culture—and being able to connect your own experience to others' around the world—is just the beginning. For young people to become globally literate, they must acquire not only cross-cultural understanding but also concrete knowledge and skills in areas critical to their lives and the global economy. Although many people associate international content solely with social studies or world languages, international knowledge and skills can be integrated into every subject area, from English language arts and math to art and science.

Afterschool and summer programs offer the chance to explore outside the borders of traditional subject areas in ways that are interdisciplinary and engaging. But you do not need to invent it all yourself. This section illuminates the international dimensions of each of the major subjects through ideas and examples drawn from programs, schools, and resources around the country. Additional information can be found at AsiaSociety.org/Afterschool.

Although a single guide cannot be comprehensive for any content area, the examples here demonstrate a variety of illustrative approaches. They show that learning about the world is within reach of every type of program.

"Global literacy is not an extra. It's not a frill. It needs to be an essential part of public education now—during the day and in afterschool programs."

–JOAN LOMBARDI, FORMER ASSOCIATE COMMISSIONER FOR THE CHILD CARE BUREAU, U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES



English Literacy: More than a Basic Skill

Proficiency in reading, writing, listening, and speaking in English is a prerequisite for success in higher education and in the economy. English literacy activities usually pair reading comprehension with writing practice. A global approach to English literacy expands what young people read to include works from other parts of the world, introducing them to varying perspectives and ways of life and allowing them to uncover universal themes and characters. English with a global focus helps young people write for multiple purposes and audiences, and encourages them to make connections between themselves and the world.

The afterschool field can help young people explore international content and concepts through reading and writing, whether the stories come from a library bookshelf, media, community members, or young people's own experiences. Today, with so many books and stories from different parts of the world available in English, infusing an international perspective into English language arts is easier than ever.

Capture the Stories

In cultures around the world and throughout history, stories pass on traditions and wisdom from one generation to the next. Every society has narratives—myths and folktales, as well as accounts of historical events and actual people. Telling stories heightens cultural knowledge and awareness of heritage as well as literacy skills.

Start with the stories of the children and families you serve by asking young people to retell the stories they know and helping them to search for narratives from their own backgrounds. To find out more, have them talk to their siblings, parents, grandparents, aunts and uncles, guardians, and friends to learn about where the stories came from and what cultures they represent. Explore the international aspects of fairy tales, such as Cinderella, and epics like the Ramayana, which are told in varying versions in countries around the world. Mark the locations where these stories take place, as well as the different places where they are told, on a wall map and compare common themes across cultures. By helping young people recognize and understand universal elements and themes—such as the "hero's journey" identified by Joseph Campbell in *The Hero with a Thousand Faces* and

"We need to tie everything into literacy—reading, writing, and speaking. We must approach the basic skills in new ways. It's about widening horizons and bringing in new content."

–JANE QUINN, ASSISTANT EXECUTIVE DIRECTOR FOR COMMUNITY SCHOOLS, CHILDREN'S AID SOCIETY

Reading International Stories

AfterSchool KidzLit from Developmental Studies Center (DSC) is a literacy enrichment program for children in grades K-8 built around engaging books. A number of KidzLit units have global themes. In "Our Family Ways," characters share family and cultural traditions. "Folktales Around the World" includes traditional and contemporary tales. In "Global Village," characters cooperate and develop relationships with their neighbors to accomplish goals or learn about their community. "Points of View" portrays various families, cultures, and generations in order to promote respect and caring for diverse others. DSC is now developing additional units for children in grades 3-6 that will deepen their knowledge of the world and their understanding of, and sensitivity to, a range of cultures. Additionally, it will create an afterschool library on a variety of international topics to encourage voluntary reading.

retold across time and cultures in tales like *Journey to the West* from China—you will be laying the foundation for cross-cultural understanding while building literacy skills.

As a culminating project, you can have participants produce a collection of favorite stories to share with families and friends. At Hamilton International Middle School in Seattle, a partnership with the non-profit writing center 826 Seattle enables students to self-publish books with their own stories and photos that reflect the diversity of their backgrounds and cultures.

Oral histories are another type of story, and youth research projects can use local communities as a source of global knowledge. Help young people conduct interviews with children and adults in the community about life experiences and cultural traditions. Encourage them to reflect on the similarities and differences between the people they interviewed and their own lives.

"Our senior citizens have so much cultural knowledge. They want to be part of American culture, but they also want to share with young people where they came from and what they left behind."

–RITWIK BANERJI, YOUTH PROGRAM COORDINATOR, INDO-AMERICAN CENTER, CHICAGO

Finally, engage young people in presenting their findings through writing, whether they are creating posters, designing websites, or writing plays that dramatize these stories. For example, introduce youth to the growing number of compelling graphic novels about or set in other countries, such as Marjane Satrapi's *Persepolis*. Then have students create their own comics using literacy as well as artistic skills.

Global Comics

In the Comic Book Project, children design their own path to literacy by writing, designing, and publishing original comic books. Children write and draw about their personal experiences, interests, and current events, and in the process they embrace international culture, arts, and media. In learning how to make compelling comics, young people study the histories and genres of visual storytelling, including Japanese culture and art through *manga*, the Japanese tradition that has influenced the style of comics around the world.

Write Across Cultures

Writing and creating with an international focus brings out new talents and builds an array of 21st century skills. Whether young people are exploring a particular country, region, or global issue, they can produce essays, posters, newsletters, and research reports that convey to their peers, families, and communities what they learned. Involve writing teachers, professional writers and journalists, and communications experts to help young people get their message across. Make writing part of all your global projects with some of the following ideas.

- Poetry workshops can introduce writing from many cultures while allowing for great variation in literacy levels within the program. Study poetry genres across cultures and time periods, such as *rubai* from Persia, *haiku* from Japan, or *ghazals* from the Middle East and South Asia, and give young people the chance to express their own culture in poetic form.
- Connect young writers on social networking websites. The My Hero Project is an archive of hero stories written by people around the world. Have participants comment on blogs of young people

from other countries. Correspond with digital pen pals. (See the Technology and Media Literacy section for more on these ideas.)

- Use youth-produced stories to make connections to other heritages and cultures and hook participants into reading. Youth Communication has a database of stories written by youth for youth, including published anthologies such as *Growing Up Asian* and *Growing Up Latino*, as well as an afterschool curriculum called *Real Stories* developed in collaboration with Development Without Limits.
- Mount a news team to present international news and events to their peers on a weekly basis. News articles can examine the local impact of a global issue or vice versa. Look at the websites of Y-Press Youth News Network in Indianapolis, Children's PressLine in New York, and iEARN's PEARL World Youth News Service for strong examples of the range of reporting young people can produce.
- Have young people write reviews of films from around the world, or any art that deals with international themes and topics.

Reporting the World

The *International Insider*, the high school newspaper of the College of Staten Island High School for International Studies (CSI) in New York City, is produced by young people during and after school. To cover topics from global warming to the conflict in Iraq, CSI students are in constant dialogue with student reporters in other countries, such as Bahrain, Belarus, Egypt, Poland, and Syria. They have worked with PEARL World Youth News Service, a partnership between iEARN and the Daniel Pearl Foundation that acts as an international wire service of youth-produced articles. Young people can become PEARL reporters after finishing an online training and certification course.

Build an International Library

Expanding your book collection offers children a window into other places, people, and perspectives. Forge relationships with librarians so they will be on the lookout for international materials that will interest the young people you serve. Books, magazines, newspapers, and comic books from around the world are increasingly available in English, and international newspapers and media can be found online in English or native languages. Download books, articles, and stories from the Internet, and encourage young people to expand this collection of favorites on the computer.

You can help students put their own identity development in perspective through books that tell the universal "coming of age" story in differing cultural contexts. Ideas include: *If You Could Be My Friend* (by Mervet Akram Sha'Ban and Galit Fink), a collection of real letters between pen pals, one Palestinian and one Israeli; *Nectar in a Sieve* (by Kamala Markandaya), a story of a peasant girl from an Indian village who married at the age of 12; *Balzac and the Little Chinese Seamstress* (by Dai Sijie), a novel about two imaginative boys growing up during the Cultural Revolution; *My Children, My Africa!*, a South African play by Athol Fugard of a white girl, her black friend, and his teacher, who helps them realize that although their country is in conflict, they can help form a brighter future; and *Burro Genius* by Victor Villasenor.

Make it easy for children and young people to read the literature of the world on their own and in groups. Surround children with enticing print materials. Set up books, magazines, and comics so children can discover and explore them on their own. If you do not control your own space, ask to display these materials in exchange for sharing them with other educators.

Many programs have hooked children on reading through book clubs. In San Antonio, a before-school program at the International School of the Americas started nine-week reading cycles focused on a particular region of the world. Nine groups read different books from the same region. After reading the books, each group designed a presentation to share their book with the larger group by reading excerpts, presenting artwork representing the themes, and sharing historical background, creating a rich picture of the region built from nine different perspectives. A book club can work for any age group, as young people read from and reflect on the same book in small group conversations, and present reviews or other creative projects to each other.

Resources on World Literature

Below are a few resources to find international books for different ages and reading levels:

- The United States Board on Books for Young People publishes bibliographies of international books and selects an annual list of Outstanding International Books.
- The International Children's Digital Library is a collection of thousands of children's books available free online from countries across the globe in native languages and in English.
- Words Without Borders is an online magazine dedicated to global literature in translation, and includes lesson plans, book reviews, and author interviews.
- Worlds of Words (WOW) is an online database of international books with strategies for locating and evaluating culturally authentic international literature. Publications include contributions written by educators and critical reviews.
- First Book and Reading Is Fundamental both provide books to children in low-income communities. The First Book Marketplace includes deeply discounted books, including those focused on diversity and global literacy themes, to afterschool programs and other initiatives serving children in need.

For more resources and to get started on the ideas above, visit our website:
AsiaSociety.org/Afterschool

World Language Literacy: Fluency for a Global Age

English is a commercial lingua franca in many parts of the world, but English alone is no longer sufficient for global professionals who must compete and collaborate in a global economic environment. The ability to communicate in a second language and operate within another cultural frame of reference is especially important for global careers in fields as varied as science, agriculture, law enforcement, health care, and engineering. National security concerns have also prompted an increased focus on the need for proficient speakers of a wider range of world languages beyond what our schools have traditionally offered.

Our diverse communities are a great resource for building the world language fluency of young people. In this way, afterschool programs can serve as a door opener for language learning. An afterschool language program does not have to be intensive or formal to be effective. Such programs may take one of many routes: complementing language instruction that happens during the school day by providing opportunities to use the language in authentic ways; exposing young people to new languages that are not taught in school; or simply helping young people realize the excitement and value of learning another language.

Review the Goals of Language Instruction

The American Council on the Teaching of Foreign Languages offers what it calls the "Five 'Cs' of Language Learning":

1. **Communication.** Young people learn to read, write, and communicate with real people in another language by engaging in conversation, making presentations, providing and obtaining information, expressing feelings and emotions, asking questions, and exchanging opinions.
2. **Cultures.** Effective language instruction is part of a broader goal—to interpret cultural meanings and perspectives in the speeches, products, behaviors, and traditions of everyday life. Language is a vehicle, rather than an end in itself.
3. **Connection.** Young people best learn a second language when it is integrated into meaningful content, which reinforces both knowledge of a subject and native language skills.
4. **Comparisons.** Through studying another language, young people develop insights into the culture in which that language is used, and become acutely aware of the similarities and differences between native and new languages.

5. **Community.** Language instruction enables young people to participate in multilingual communities at home and around the world. The linguistic and cultural capital that is built enriches personal and community life.

Consider these five elements as you integrate language activities into your daily schedule and into additional time slots—including family events at night and on weekends, before school, and during the summer. If your local schools have limited offerings, you may have enough demand to start an instructional program after school. Conduct a parent survey to determine which languages they would like to see offered and how they could support such a program. Share the results and recruit co-teachers from the schools, community groups, and local colleges. A team-teaching approach can introduce a language that is not taught in school, while community groups can provide rich cultural resources for the program.

Start with Simple Phrases

Afterschool programs can get children accustomed to using and hearing other languages by surrounding them with words and making their use part of daily activities.

- Create word walls and labels in a variety of languages in program spaces, hallways, bathrooms, gyms, cafeterias, doorways, and stairwells.
- Have children research the origins of their names and the names of relevant streets, towns, and other places.
- Use music and rhyme to teach simple songs and poems in other languages.
- Use online archives of multinational television commercials to pique interest in language learning. Even if you do not know the language, commercials are useful because they make a point quickly and concisely and often with humor.

Make Language Learning a Social Experience

- Give children words and phrases in other languages to use as they go about their activities—greetings, eating snacks, cleaning up, and moving around.
- Play games from other countries and have children use the language as they call out moves, actions, and plays.
- Record children reading and translating books in a variety of languages. It will increase fluency for first-language learners and give second-language learners an easy way to practice. Older children can team up with younger children to make a recording together.
- Connect students with digital pen pals from other countries to exchange emails or blog posts in other languages. (See the Technology and Media Literacy section for more ideas.)

"A key point about language learning—especially when thinking about afterschool—is that the learning is social. It happens in families, through culture and mass communication, through institutions. It develops in phases in communication with others. It is learned in actual use and practice."

–CLAUDIA WEISBURD AND TAMARA SNIAD, CENTER FOR AFTERSCHOOL EDUCATION, FOUNDATIONS, INC.[1]

Introducing Languages

Global GraffitiWall, published by Foundations, Inc., includes a variety of activities to introduce new languages through globally themed games, puzzles, activities, and projects. These include "What's in a Name?" which encourages children to discover the languages and meaning behind familiar names; "Global Greeters," which leads children to explore new gestures and phrases; and "Story Tellers" where children add a line to a growing story in any language.

Surround Young People with Languages

Subtitled foreign films can build language fluency and global understanding simultaneously. Journeys in Film (for middle and high school ages) and the Global Film Initiative (for high school ages) use foreign language films to help youth acquire insight into other parts of the world and global issues. Both programs offer accompanying interdisciplinary lesson plans and discussion guides to facilitate understanding of the different cultural points of view portrayed in the films. Many cultural institutions, museums, and non-profit organizations host international film festivals as well.

Playing music and songs in other languages is a great way to make language learning fun. Acquire world music CDs and instruments from GlobalArts to Go and study the lyrics. Your participants may want to organize their own bands and singing groups to write and perform music in other languages.

Capitalize on Your Community's Language Resources

Afterschool programs can engage children, their families, and staff who speak other languages as experts and resources. As you tap these bilingual talents and encourage the members of your community to share their first language, you enhance children's native language skills and English language skills at the same time.

- Put second-language learners in teaching roles. Ask them to teach the words they use when playing games, eating meals, getting ready for bed, and waking up in the morning. Involve parents and family members who know other languages to teach simple phrases related to daily program activities.
- Young people can read books aloud in their first language, translate them into English, and become the teachers of others. Reading stories from around the world can help engage children whose families have emigrated from other places and help them introduce their heritage to peers.
- Ask bilingual staff to organize language activities. Encourage them to use both their first and second languages as they give instructions and lead groups. If you have the resources, offer professional development to build their skills in teaching language.
- Take a trip to ethnic groceries and neighborhoods. Practice conversing in neighborhoods where other languages are dominant. Have children give the names of produce in their native language and learn new words for the same items.
- Connect with heritage language programs in your community. The Alliance for the Advancement of Heritage Languages is a national association that has a database of program profiles and provides information and resources about heritage language programs.
- Tap international students at local universities and colleges to introduce new languages from their home countries to your participants.

"I want to be a pediatrician. Even if I'm not working in another country, knowing another language can connect you to your patients—you need to have that connection as a doctor."

–SHERRY, 17 YEARS OLD, ONEWORLD NOW! PARTICIPANT

Immersion Models for Language Learning

School immersion programs can be a great resource for ideas. The John Stanford International School (JSIS) in Seattle offers immersion in Japanese and Spanish during the school day, and Chinese before and after school. Family movie nights show films in Japanese and Spanish without subtitles, and children are delighted that their parents literally remain in the dark until the children explain. Two-week language immersion camps in Spanish and Japanese are offered during the summer. Interactions via technology, such as videoconferencing with students in Japan, can take advantage of the out-of-school hours to bridge the time difference. At JSIS, a video-conferencing program with Japan works because the American participants can stay late in their afterschool program, and the Japanese participants can come in early. Emails fly back and forth at all times of day.

Complement School Language Instruction

Language learning that builds on what young people are studying in other settings can be particularly effective. If participants are learning world languages at their school, connect to that learning. Conduct activities in which young people use the vocabulary they are learning in school, and give them opportunities to practice the language as they work and play with their peers. Meet with language teachers and identify ways your activities can support their curriculum. In a partnership between Seattle Repertory Theater and Denny Middle School, a residency model uses workshops after school to engage children in theater and language. Children perform dramatic moments from stories or scenes using the language they are studying during the school day. A full bilingual production is the culminating project.

Connect Language to Careers

Regardless of your capacity for language instruction, it is important to help young people see how world languages are relevant to their futures. Connect language learning to the countries, careers, and travel opportunities that interest and inspire youth. In a three-day workshop organized by the Mario Einaudi Center for International Studies at Cornell University, young people from 4-H Clubs were introduced to five languages by language professors from Cornell. A panel of bilingual professionals, including a photographer from National Geographic, helped participants realize how speaking other languages can open doors to exciting international careers.

Language and Leadership

OneWorld Now!, a youth leadership program based in Seattle, offers an integrated model of language study, leadership development, and study abroad. High school youth study less commonly taught languages, such as Arabic and Chinese, and then come together for regular workshops on applying their language and cultural knowledge to take action on global issues. Their participation throughout the year culminates in summer scholarships abroad or language immersion camps. Young people who return the following year take on an increased leadership role, and share their summer experiences with parents, schools, communities, and peers through action projects.

For more resources and to get started on the ideas above, visit our website:
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Technology and Media Literacy: Skills for a Digital World

The world is advancing at record speed, and so is the technology that is accessible to vast groups of young people nationwide and worldwide. Technology overcomes geographic barriers and makes international connections easy. Young people can communicate and collaborate online with peers across time zones, publish their work, and share words, images, and videos. But the skills required for global participation online go well beyond technical capacity. Afterschool programs can build media literacy and cross-cultural communication skills by encouraging young people to analyze information and interact with peers in other countries.

Lack of access to technology can be a serious barrier for some afterschool programs, yet it is critical that young people have opportunities to connect. Take advantage of high-speed connections in public libraries and community centers, inexpensive digital cameras and audio recorders, and the ubiquity of cell phones among young people. Create team projects to enhance collaboration and maximize the use of limited equipment. Do whatever you can to ensure that all young people have access to these essential tools in our digital world.

Discover Online Resources

You can build young people's research skills and increase their knowledge of the world by looking online for international content. These examples are just the tip of the iceberg, and most are available free of charge. Further information and links are available on our website at AsiaSociety.org/Afterschool.

- Universities and museums have created websites on Africa, Asia, Latin America, and the Middle East. These sites contain resources for educators and students on world regions, and cultures including online art exhibitions, historical timelines, and interviews with scholars.
- International organizations like Asia Society, the Council on Foreign Relations, and World Affairs Councils have websites for educators, providing lesson plans, background information on countries, global issues, and current affairs.
- The World Bank's Youthink! website for students includes facts, stories, quizzes, slideshows, and multimedia resources on international development topics. A special section for kids introduces global issues to younger children, including an article on "Tangerines, Toys, T-shirts, and Trade," and a site glossary defines key terms.

- The United Nations has a family of websites that provide information and resources on different countries and international affairs. For children ages 5 and up, the UN Cyberschoolbus website provides quizzes, games, "webquests," and lesson plans on global subjects ranging from health to urban development.
- News organizations like the BBC, *The New York Times*, and PBS affiliates such as WNET, WGBH, and others offer resources on current events and contemporary issues from around the globe.
- *Time for Kids,* CNN's StudentNews, and NewsHour Extra regularly cover international news and topics in a youth-friendly format. Scholastic's website has a wide variety of activities and teaching resources for youth of all ages, including social studies content on heritage, holidays, and myths from around the world. The World Almanac for Kids has resources for younger children, including basic facts about each country as well as information about how children live around the world. NewsHour's the.News for teens has a special feature called the.Globe with video features covering international stories from around the world.
- For teaching materials from scholars on the role of the United States in contemporary world issues, visit Brown University's CHOICES program for curriculum materials on topics such as foreign aid and American interests in the Middle East.
- Apple has created an education section of iTunes called iTunesU where visitors can download free multimedia content from leading universities, colleges, and educational organizations, such as Smithsonian Global Sound and the Center for Strategic and International Studies.

"Integrate global literacy with both traditional and new media."

–MICHAEL LEVINE, EXECUTIVE DIRECTOR, JOAN GANZ COONEY CENTER, SESAME WORKSHOP

Connect Young People with Peers

Children identify with other children. Seeing, hearing, and communicating with others of the same age from other places is a powerful way to understand both commonality and difference, and promote empathy and understanding. Help your participants connect to peers through programs that provide established and safe methods of interaction.

- Sesame Street's Panwapa website is a virtual world for children. It offers short videos about children's lives in other countries and gives young children a chance to interact in a safe environment. By creating virtual kids, homes, and flags, children can create culturally-specific characters, trade likes and dislikes, and exchange pre-written messages.
- Kids Around the World, the National Peace Corps Association's website for elementary-age children, uses audio clips of children answering questions that are of interest to other children of the same age; images of kids around the world in their daily activities; links to background information about each country; and lesson plans for educators.
- iEARN offers more than 300 collaborative technology projects designed by educators and youth linking 30,000 classrooms and youth organizations in 125 countries. Projects range across many subject areas, and involve final online exhibitions or publications to document the learning. In one project, young people in the United States, Pakistan, and Uzbekistan create animated public service announcements about natural disaster preparedness. Online professional development for educators is available.
- ePals is a longstanding K-12 online exchange community of learners, educators, and academic experts in 200 countries. ePals technology provides safe and secure email, blogs, and matching systems, and offers National Geographic Society lesson plans and educational resources as a means to catalyze collab-

Media Literacy and Wikipedia

One of the most commonly used online resources, Wikipedia, can be a lesson by itself in media literacy and digital participation. An online encyclopedia created by volunteer contributors worldwide, it indicates the sources of its information through extensive reference notes, and users can flag inaccurate or incomplete information. Have students look up articles on international issues, and ask them to do additional research to verify the information given or understand why other users have contested the information. In the process, young people may discover new information and add to Wikipedia themselves.

orative projects on topics such as geography, global warming, and habitats.

- Videoconferencing can provide exciting real-time interaction. Visit Global Leap, sign up for a project through the Global Nomads Group, or experiment with webcams like Apple's iSight for educational projects.
- TakingITGlobal is an online social network for young people ages 13-30 who are interested in raising awareness and taking action on global issues. Youth create profiles and look for others with similar interests, submit writing and artwork to themed online publications and exhibitions, and network with their peers worldwide to create action projects, such as virtual and offline awareness campaigns.

Produce Digital Media

"Through media creation, young people become cultural producers."

–TIMOTHY DORSEY, PROJECT DIRECTOR, YOUTH MEDIA LEARNING NETWORK, EDUCATIONAL DEVELOPMENT CENTER

As technological innovation transforms media, youth have access to myriad platforms that enable them to instantaneously reach audiences in other parts of the world. Projects and performances can be posted on blogs, Flickr, YouTube, and other digital media sharing sites. Young people can create digital projects and products as they compose and perform music, upload digital art and photography, write and record plays, and produce videos and documentary films about global issues.

Youth media organizations, such as Educational Video Center and Global Action Project, help young people develop documentary and narrative videos to explore globalization, among other topics. For example, a Global Action Project video examines youth subcultures like punk and hip hop around the world to explore how cultural symbols are represented and misrepresented in the media, fashion trends, and people's imaginations.

Intel Computer Clubhouse Network

The Intel Computer Clubhouse Network is an international network of over 100 community technology centers in underserved neighborhoods where young people, most between the ages of 10 and 18, use technology to write, converse, perform, and create art, animation, music, and web designs that they share with their peers in a global online village. In one example, young people from Atlanta and Amman quickly found common interests, co-writing a hip-hop anthem in Arabic.

Help young people create and share media around mutual interests. The best approach is to join projects that provide the support and safety you need.

- ThinkQuest is an Oracle Education Foundation global competition in which teams of young people, with members from different countries, create websites on contemporary world topics.
- Adobe Youth Voices is a worldwide program that provides technology and software to education projects. Youth and educators use video, audio, digital photography, animation, and web design to comment on their world through short documentary films and audio slideshows.

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Geographic Literacy: Finding the Way

Geography is deeply relevant to young people today. Whether they are responding to natural disasters like the devastating earthquake in China in 2008 and Hurricane Katrina in 2005 or exploring the causes and effects of climate change, youth are compelled to think about terrain, rivers, oceans, and tectonic forces. Geographic literacy involves understanding not only physical location and topography but also the relationship between people and places.

Afterschool programs can help young people understand their local neighborhood and act as a bridge to the world beyond. Your programs may serve children who come from all over the world, and you can use those journeys and experiences as starting points for exploration. You can take this further to emphasize our impact on the environment and the impact of the environment on us, reinforcing our responsibility to each other and the planet as a whole.

Connect Home to the Larger World

Afterschool programs often note that the children they serve rarely have opportunities to venture outside their own communities. You can go in one of two directions: Give participants ways to explore their own local physical, natural, and social surroundings first and then examine other world regions, connecting it back to what they know. Or start with an exciting global location or issue and use this new context to provide insight into local realities.

- Take a walk around your neighborhood. Make a list of things to observe, such as hills, valleys, and bodies of water. How was the land shaped? Has that affected how people use the land? Invite local geographers, city planners, architects, and historians to talk. Then ask students to research communities situated in similar locations around the world and compare the land, its uses, and its people.
- The National Geographic My Wonderful World website and blog is a gateway to geography resources for educators, parents, and youth, including ten tips for how to introduce the world to your students, case study profiles of what works in geography education, and a free downloadable world wall map.
- New technologies enable young people to see where they live in relation to the rest of the world. Google's Geo Education website has information about Google Earth, Maps, and Sky, free programs that let you zoom in to the level of buildings and back out to the level of galaxies. Young people at the Head-Royce School in Oakland, California, produced a virtual tour of Shanghai using Google Earth to research, locate, and map sites of interest based on what they had studied of the city.
- Global Positioning Systems (GPS) and Geographic Information Systems (GIS) enable youth to link information about where things are with what they are—from physical

topography to addresses. Geocaching projects, in which educators hide caches of objects for young people to locate using GPS, are very popular after school and can be done across countries. Find out more at the Environmental Systems Research Institute (ESRI) website.

- Help young people understand statistics and populations through approaches that bring them down to human scale. The 100 People Project breaks down how different ethnicities, and religious, language, and economic groups would be represented if the world population were reduced proportionally to only 100 people. The website has multimedia resources and a photo project that helps to put real faces to impersonal statistics.

"Even though Chicago is a global city, a lot of young people have not gone outside their community. One way is to give young people experiences with people from all over the world who live in the city."

–AYOKA SAMUELS, SENIOR PROGRAM DIRECTOR, GARY COMER YOUTH CENTER, CHICAGO

No matter where you live, your community is full of resources, tangible and intangible, in the form of people, places and spaces, organizations, objects, and memories. You may want to take the next step and help participants conduct community mapping to both understand the geography of their community and locate resources for global learning. Adapt tools created by organizations, such as the Innovation Center for Community and Youth Development, the Academy of Educational Development, and Youthline America, to map people, places, and other resources that can help young people understand the world.

- Map the places and spaces in your community, especially those with international connections such as monuments, heritage organizations, and businesses with international links. Enter information on a master grid, based on what you collect through interviews, walks, and official maps of the area. Reinforce math concepts by helping students understand how to create maps to scale.
- Create a history and geography wall. Cover the wall with paper and create a timeline, and then gather members of the community to share their memories of who arrived when. Next to the timeline create a global web to record where each came from, and where they settled.

- Follow the path of the products and processes that contribute to international businesses in your community. Through interviews and research, determine where parts are made, where labor is employed, and map how goods are transported from manufacturer to market—and to recycling, if possible!
- Use clipboards and tape recorders, or go high tech with hand-held computers, GIS software, and digital cameras to help participants create a website about the geography of your community.

Trace the Paths of Humans

Personal journeys, as well as the migration of larger groups of people, can provide powerful ways to understand geography. Exploring the factors that cause people to stay, leave, or settle in a new place make us aware of the importance of our physical location and natural resources. Tracing the route of such journeys on a map can help you introduce not only the starting and ending points, but also all the places in between.

- Find out where the families of children, staff, and community members came from. Have children mark all the different places on a map. Gather stories of why they traveled, the routes they took, and add those to your map. Have participants ask migrants what is different and the same about their old and new "habitats."
- Explore migrations of groups and their relation to natural disasters and resources, such as the movement of people after the Indian Ocean tsunami in 2004 or the abandonment of ancient Mayan and Aztec cities in Central America. Have students explore how different approaches to farming and reliance on staple crops such as rice, corn, or yams affect where people live and why they move.
- Trace the journeys of humans over time and across history. Delve into prehistory with the Genographic Project and the Atlas of the Human Journey website, which map the genetic markers of modern peoples to identify the paths of ancient humans. Or trace the movement of peoples, goods, and ideas along the Silk Road, a system of trade routes that connected civilizations through all of Eurasia, to reveal the history of human settlement, migration, cultural, and economic interactions across the continents.

Travel the World through Virtual and Real Field Trips

Use virtual and actual travel to see all the places you talk about in the program. You can use the web to visit other places without ever leaving home.

- Scholastic's Global Trek has monthly destinations, travel journals for young people to keep, and activities that are easy to implement on countries from Afghanistan to South Africa.
- The Forbidden City: Beyond Space and Time website from IBM offers a virtual online re-creation of the Forbidden City and associated sites in Beijing. The online environment corresponds architecturally and historically to the vast grounds of the current Palace Museum, allowing visitors to experience three-dimensional representations of cultural artifacts and places such as the majestic Hall of Supreme Harmony.
- Global SchoolNet's Online Expeditions website lists several virtual field trips hosted by partner organizations that allow young people to follow real trips online through daily updates of text, video, and photos. Expeditions range from a sailboat circumnavigating the globe with a crew of high school students to a search for the fountain of youth and the secret of healthy living. Expeditions that are no longer interactive are archived so you can still read the field dispatches and relive the expedition's progress.
- WGBH's Fin, Fur and Feather Bureau of Investigation (FFFBI) takes children 8 to 13 on virtual missions to solve international detective stories set in Japan, India, Antarctica, Mexico, and Australia. Developed in collaboration with National Geographic, the website can help make geography come alive through humor, games, and stories.
- For older youth, many international organizations are starting to provide educational events in Teen Second Life. For example, Global Kids implemented the "I Dig Tanzania" summer camp, a program where youth in Chicago and New York followed a paleontology excavation in Tanzania led by a team from the Field Museum of Chicago. Participants followed what the real researchers were doing through streaming video, asked questions over satellite phones, and then dug virtual fossils and assembled them together into an exhibit in Teen Second Life.

For actual travel, start local. Take field trips to ethnic communities nearby and explore their stores, community centers, and foods. Contact local affiliates of the National Council for International Visitors, which host foreign leaders, specialists, and international scholars participating in the U.S. Department of State's International Visitor Leadership Program and other exchange programs. Visit youth hostels to meet international travelers to your community. Transport young people to another world by viewing foreign films and immersing them in museums, both great opportunities to learn about other cultures in authentic ways.

If you do decide to take on bigger trips involving international travel, get in touch with organizations and schools that have experience with international youth travel and exchanges. The online directory of programs at the Council for Standards in International Education Travel is a good place to start. Find out if the schools you work with have sister school relationships, virtual exchange projects, or travel exchange programs with other countries. Build on these relationships to see if partner schools are interested in online collaborative projects or travel exchange. Organizations such as the China Exchange Initiative, cultural offices of foreign embassies and consulates, and local sister city committees may also be of assistance in finding an appropriate partner.

Create top-down and ground-up support for the idea. Develop a committee of educators, parents, administrators, youth, and community leaders to organize events, find host families, create publicity, and raise support. Bring in businesses and non-profit organizations that function in the area where you'll be traveling and encourage their leaders to share information. Your state department of commerce or local Chamber of Commerce or Rotary International may help you identify local businesses with interests in the area you will visit.

Funding International Travel

A successful travel program should ensure access for all students and consider funding from a wide range of sources. Costs include passport and visa applications, airline tickets, museum admissions, meals, and hiring staff substitutes to continue the program back home. Once you identify the group of youth who will participate, help them set up a calendar of fundraising activities that benefit them as a group.

- Create travel-related items for sale. Greeting cards, t-shirts, and more are easily created now with home computer technology. They can highlight the name and goals of the exchange.
- Solicit local businesses and organizations. Sponsoring students can be an excellent public relations opportunity for a business or business organizations. Young people can return to the business or organization to give a presentation about the travel experience.
- Seek grants and scholarships from national organizations. Scholarships for trips and exchanges are available through a number of national organizations. Even in its first year, the Houston Academy for International Studies, in Texas helped eight low-income students travel in the summer to Italy, Spain, Costa Rica, and Thailand through a study abroad scholarship program.

For more resources and to get started on the ideas above, visit our website:
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Scientific Literacy: Global Questions, Global Collaborations

Both the content and the practice of science are international. Scientists ask questions with global implications, collaborate across borders, and share common conventions and a universal language. Science is critical to addressing the challenges that confront the earth—including climate change, scarcity of water and food, environmental pollution, and global health.

Young people today need scientific and mathematic backgrounds to prepare them for the global careers of the future. They need skills to seek evidence, examine data, and make informed decisions as global citizens. Afterschool programs can encourage youth to pursue global science questions, make sense of the natural world, and protect and care for the planet.

Start with the Nature Nearby

We all live on the same planet. It is easy to find global connections from your own backyard, and compare these familiar surroundings with nature far away. Use the science-rich resources in your area and online. Engage young people in scientific processes—collecting data and specimens; documenting their observations with writing, pictures, and photographs; and comparing findings with what other scientists have found around the world. Science museums, universities, and institutes can help you place local observations in larger context.

- Choose a single area of natural science to focus on—flora, fauna, or geology. Have children chart the examples (animals, plants, rocks) they find in their own neighborhood. Then choose another area of the world and explore the specimens that appear there. Discuss why they are different or the same, and the different natural processes, such as climate, that contribute to the enormous biodiversity of our planet. The Water Habitat Project at Sunnyside Elementary School in Pullman, Washington helps children document scientific observations of a local pond water habitat through narratives and photographs. The photo-journals are then used to collaborate with peers around the world through an iEARN project, comparing and building broader understanding of water habitats.
- Discover where local plants and animals came from—and where they go. Websites like Monarch Watch can help you follow the journey of the Monarch butterfly across geographical borders. Or conduct research to find out how, when, and why particular tree species were introduced into your community.
- Identify threats to biodiversity in your area, and expand your search to global "hotspots," like coral reefs and tropical rain forests, which are among the earth's biologically richest and most endangered places. Involve youth in research as well as conservation efforts through organizations such as Conservation International and others.

Explore Global Challenges through Science

While some students are interested in science for its own sake, many more students become engaged when they see it as a tool for solving major problems in the world. By presenting local issues with scientific implications, educators can help youth see the broad ways in which everything is connected and help them learn how to use the tools of science to solve problems. Involve science professionals from your own community to consult with your program, give presentations, and mentor young people. There are global challenges to engage students within every field of science, as well as issues that require interdisciplinary approaches:

- Earth science—Analyze the causes and consequences of earthquake activity worldwide and help youth propose solutions to minimize damage and loss of life.
- Chemistry—Compare fuel use around the world and analyze the strengths and weaknesses of various alternative fuels.
- Biology—Study global infectious diseases and pandemics, exploring the impact of vaccines and antibiotics on virus mutation.
- Physics—Examine the workings of hybrid and electrical cars and their ability to meet the world's transport needs.
- Interdisciplinary projects—Consider the worldwide problem of limited supplies of clean water through chemistry (water's molecular makeup), geography (the patterns of rivers), and social studies and math (water use and conservation).

Connect with Science and Scientists

Look at the websites of professional associations of scientists, the National Science Foundation, and science museums to find current research, educational opportunities, and special events for young people. All of these sites offer free projects aimed at a range of age groups. They put young people in direct touch with current science that is taking place across the globe.

- The American Association for the Advancement of Science (AAAS) is the international umbrella organization for scientists and professional associations from all disciplines, and its Directorate for Education and Human Resources produces multiple curricular resources for afterschool programs.
- The Coalition on the Public Understanding of Science (COPUS), which is sponsored by the American Biological Association but engages all disciplines, has a free searchable database that aggregates information about science programs, events, and resources.
- The websites of science museums, such as the Smithsonian Institution and the American Museum of Natural History, contain myriad learning resources and activities in areas like anthropology, biology, ecology, and earth science.

"Science and math are really global activities. And if you think that that's the way you want to go, you can expect to have colleagues all over the world. There is a real need to be able to meet them, not only on the footing of science and math, but on their own ground in terms of their language, their culture, and their ideas."

–SHIRLEY MALCOM, DIRECTOR, EDUCATION AND HUMAN RESOURCES PROGRAMS, AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

Collaborate with Scientists on Projects across Borders

Interactive online experiences invite young people to join in real science conducted all over the globe and across the sky. Young people can connect with others around the world to discuss and solve scientific problems through programs like the following examples.

- Citizen science projects such as Pigeon Watch, based at the Cornell Ornithology Lab, enable young people to share data and track trends with other amateur and professional scientists around the world.
- The GLOBE program (Global Learning and Observations to Benefit the Environment), operated by NASA (National Aeronautics and Space Administration) and the National Science Foundation in 110 countries, engages youth, educators, community members, and scientists in collecting and sharing data internationally about critical environmental issues.
- Ology is the American Museum of Natural History's interactive website for youth ages 8-14. Designed for use in the classroom, in afterschool programs, or at home, it takes children on investigations of astronomy, archeology, paleontology, and biodiversity. The site contains activities, questions, "ology cards" (the science version of baseball cards), a meet the "ologist" section (with scientists from the relevant discipline), and expeditions to find the evidence in real research sites.
- The JASON Project provides "being there" experiences, enabling youth to work side by side with scientists and researchers who host real-world missions on topics such as Resilient Planet. The site includes core curriculum units with online video, games, labs, and fieldwork, as well as a global online community for youth, educators, and scientists.

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Mathematic Literacy: Patterns in the World

Mathematics is a universal language. Its symbols and conventions are derived from the contributions of thinkers throughout the ages and across the globe. It gives us a way to describe patterns and shapes, to quantify relationships, and to analyze and understand data. Mathematics helps us understand the world, and we can use the world to understand mathematics.

Afterschool programs can help participants not only strengthen core math skills, but also recognize the vital importance of math to a successful future. Young people who practice math skills in real-world applications can develop a deeper understanding of how the world works, as well as explore solutions to global issues that are informed by real data.

Look at Math Across Cultures and throughout History

Examine the contributions of various cultures to mathematics and you will build a global perspective as well as number sense—an awareness of systems for counting, numbers, and measurement:

- Start with the abacus. This counting device preceded the invention of numeric symbols and was used widely from China to Greece to Rome, with variations in the device's shape, materials, and the number base. Download pictures, acquire examples, and show children an entirely different way of counting and computing.
- Look at the development and range in numeral systems across the world. The Arabic numerals we use today were invented by Indian mathematicians, but the concept was spread across several continents through trade. Try adding with Roman numerals!
- Share work by the ethno-mathematician Claudia Zaslavsky, a pioneer in this area. Her books tell wonderful stories of the development of number systems in sub-Saharan Africa, the history of zero, and how numbers got their names, all explained through hands-on activities that illuminate important math concepts.
- Measuring is a basic math skill that helps young people connect to and understand global issues. Highlight the importance of measurement by participating in environmental and scientific efforts like the GLOBE project. Examine different systems for measurement. What cultures created measurement systems? Which ones have survived, and why? Introduce the metric system, the standard in most of the world, and compare it to the system used in the United States.

- Exploratorium's website includes virtual field trips to locations such as ancient observatories, including the Mayan site of Chichen Itza in modern-day Mexico. Math activities on the site include Breaking the Mayan Code, in which participants explore the Mayan system of counting, decipher a page from one of the few Mayan books still in existence, and consider how Mayan beliefs were tied to their understanding of mathematics. Another focuses on the Mayan Calendar Round, looking at how prime numbers are used to find smallest common multiples.

The Number Devil

The Number Devil by Hans Magnus Enzensberger is a book about a boy who learns math with the help of mathematical thinkers across the ages. The culminating chapter features luminaries from cultures past and present. (Biographical information and technical terms are listed at the end, as he says, "should the book fall into the hands of teachers or other grownups.")

Discover the Math of the Universe and the Geometry of the Built Environment

Mathematic thinkers around the world have charted the patterns in nature since ancient times, revealing patterns even in things that appear to be irregular—from coastlines to clouds, snowflakes to mountain ranges. Similarly, exploring the abundant patterns in architecture can provide the foundation for finding and using math in the everyday world.

- Involve participants of all ages in building projects to explore common forms around the world. Blocks are great teachers of patterns and mathematical relationships because they give children a visual measure of size and equivalence. If they build with dowels or rods, they might discover that diagonals create stability. You can expand from "What makes an arch work?" to "Who invented the arch?" and "Where do we find arches?"
- Architecture offers historical and cross-cultural examples of the intersection between mathematics and physical science. The Salvadori Center for the Built Environment provides activities that take young people through time and place, such as "The Art of Construction: From Cave to Skyscraper," and engage young people in geometry as well as measurement, statistics and probability, and physical science concepts of stress, tension, and stability.
- Encourage pattern recognition in your global activities. Explore the patterns used by different cultures in: basket weaving; clothing design; body painting; and the arrangement of a building's roof tiles and bricks. Expand from patterns to mathematical principles; you can use Islamic tile patterns or the Indian art of Rangoli, for example, to help illuminate geometry.
- The Fibonacci sequence—named after the Italian Leonardo de Pisa, in 1202—was actually first noted in India in 450 B.C.E. The first number of the sequence is 0, the second number is 1, and each subsequent number is equal to the sum of the sequence's previous two numbers: 0, 1, 1, 2, 3, 5, 8, etc. When translated into physical properties, it

Go Fly a Kite

Children in many cultures around the world build and fly kites, and they make for wonderful interdisciplinary projects.

- Kites can be used to demonstrate math concepts, such as symmetry, surface area, ratios, and angles, as well as scientific principles like lift.
- Kite flying is a sport in some cultures, including Afghanistan, and kites are flown during holidays, such as Basant in South Asia.
- Books can help young people relate to the passion for kite flying around the world, such as Khaled Hosseini's *The Kite Runner*, set in Afghanistan, for high school students; *The Kite Fighters* by Linda Sue Park, set in fifteenth-century Korea; and *The Kite Rider* by Geraldine McCaughrean, set in China at the end of the thirteenth century. The Roxhill Elementary School in Seattle used the details about how to build and fly kites in the latter two books to create prototype kites from those cultures.
- The Australian Kite Association website has a number of resources for math, science, and other activities that use kite building and flying.

represents the spirals of pine cones, sunflower centers, and the arrangement of branches on fir trees. Have young people collect or photograph or draw or trace nature's examples of these spirals. Look for the sequence. Then connect this concept to architectural elements around the globe, such as the pyramids in Egypt and the *stupas* of Buddhist temples.

Use Math to Address World Issues

The widespread availability of data on the Internet and tools such as calculators, handheld computers, and probes allow students to collect, use, and understand data to describe global issues. Young people's understanding of mathematic concepts skyrockets when numerical abstractions are directly connected to something concrete:

- Track population figures of endangered species, identify and graph the number of species in a given ecological niche, and look at past data to determine changes in biodiversity over time.
- Make a rain gauge to collect and measure rainfall. Compare with average rainfall in places around the world and conduct research projects on rain in other countries and climates.
- Calculate how much water your participants use in a day, and compare to young people in another country.
- Examine data about incidence of the leading world diseases—HIV/AIDS, malaria, tuberculosis—and the distribution of vaccines and medications by country or ethnic group or income.
- Find and analyze CO2 emissions from the Hawaiian volcano Mauna Loa, which are the global benchmark for greenhouse gas levels.
- Books like "How Much is a Million" help us comprehend the large figures we read about in the news or hear in school. Apply this concept to global issues, such as Asia Society's lesson plan "How Much Is There to Eat?" which helps young people use simple math to compare the American South with India in terms of population density and food production.
- The Population Connection website has downloadable lesson plans and math activities in areas such as how human numbers and actions affect the availability of resources, how population changes and resource use affect human well-being, and population growth patterns, demographics, and forecasting. Their publication *Multiplying People, Dividing Resources* is a collection of math activities that help middle school youth use real-world data to analyze population and environmental issues.

Piles of Paper

Expand afterschool math activities into opportunities for global learning. In "Piles of Paper," an activity from TERC's Mixing in Math for grades 3-7, children collect the paper they would otherwise discard for a week. They start by predicting how high the pile will go. They record their estimates. Every day they add to the pile, measure it, and record. At the end of the week, they ask, "Did we collect as much paper as we thought? If we keep collecting paper, how much would we have at the end of next week, month, or year? On which days did we collect the most and least paper?" The possible global extensions are many, from projects on conservation and recycling that compare waste in the United States with other countries, to researching the invention of paper in China through books such as *The Story of Paper* by Ying Chang Compestine.

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Economic and Career Literacy: A Path to the Future

The need for international knowledge is increasing in all careers. Health, agriculture, business and finance, hospitality and tourism, education, law, technology, and the arts—all have international dimensions these days. Many young people are interested in targeted activities related to a career field, and yet, there is a lack of opportunities for young people to explore the world of work.

Young people need exposure to the range of careers that will be available in the future, and the economic preparation to succeed both at work and at home. Afterschool programs can provide youth with the skills, the networks and mentors, and the support and encouragement to succeed in a global economy.

Explore the World of Careers—and the Skills World Careers Require

Many young people have limited ideas about potential jobs, what they entail, and who can do them. This is doubly true when it comes to the international aspects of careers. Connect activities in all areas to their international career possibilities, starting with activities young people can do now.

- Take field trips to see what people's jobs are like in:
  - Businesses and factories that have international outlets
  - Federal government offices such as commerce and trade
  - Hotels, travel agencies, and tourism industries
  - Media, technology, and transportation companies
  - International aid and human rights organizations
  - Hospitals and human service organizations serving language minority populations
- Organize career conferences with professionals in your community. Include panel discussions, hands-on activities, lists of skills and assets needed, and recruitment booths for internships and summer jobs. Compile opportunities for volunteering, internships, and jobs in organizations with international connections. Consult online resources such as Idealist to help identify ideas and opportunities.
- Have young people conduct research about international connections in the fields they are interested in. Connect them to international organizations in health, finance, agriculture, and development, such as Doctors Without Borders, World Bank, or the Food and Agriculture Organization of the United Nations.

Create Opportunities for Mentorships, Apprenticeships, and Internships

Apprenticeships and internships can allow young people to apply academic skills such as research, writing, analysis, and problem-solving within the context of the workplace. If they are in an internationally-oriented setting, they can help participants understand the growing global interconnectedness. Such a placement need not be overseas; it may simply be a local internship in a setting that has an international dimension — say, at a company that trades its products overseas and that allows youth to work in the overseas marketing or shipping area. Apprenticeships and internships also afford young people the opportunity to practice their world language skills or exhibit their cultural and historical knowledge.

To identify opportunities for your participants, work with local colleges or universities, Chamber of Commerce, Rotary International, Lions Club, Kiwanis, or other business organizations. Also consider connections with the World Affairs Council or with cultural/ethnic organizations in your community that may be seeking help on specific projects (for instance, Greek Association, German-American Club, or Friends of Japan). Some internationally oriented organizations such as NASA, the U.S. Department of Energy, and international departments of universities offer special summer internship programs for high school students. Network with families and parents to identify possible internship opportunities at their places of work or the foreign offices with which they may be affiliated. Be clear about the goals of the relationship, how many participants a given facility can take, the length of the program, and the follow-up expected.

Simulate the Local and Global Economy

Simulations help youth develop the knowledge, skills, and dispositions needed for success in the world at large and provide a safe way to try on new roles.

- The MicroSociety program engages young people in elementary and middle school in the design and management of a society in miniature, including real-life business ventures and government agency activities. The program introduces global economic literacy and entrepreneurship by focusing on specific countries and their products.
- Junior Achievement (JA) has both afterschool and school programs on global financial literacy. The JA Global Marketplace curriculum is a series of six activities that introduce middle school youth to practical information about the global economy, what makes world trade work, and how trade affects their daily lives.

"If you have a strong afterschool youth development model and strong global competence, then those young people are better prepared to move into entrepreneurship and small-business ownership."

– DON FLOYD, PRESIDENT AND CEO, NATIONAL 4-H COUNCIL

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Civic Literacy: Service Learning and Taking Action

Afterschool programs are an ideal forum for building leadership and active citizenship on critical global issues. Young people care about the well-being of other people and other children around the world. They can relate to the urgency of world issues when they understand how people in their communities or their peers elsewhere are affected. Afterschool programs can encourage participants' disposition toward civic participation and help them to address problems.

Training young people to be leaders is a natural fit with global concerns. For decades, major youth organizations have focused on the elements of leadership—responsibility, a clear understanding of the issues, careful research, public speaking skills, and empathy for others. The afterschool field has deep expertise and capacity that can instill a lifelong commitment to participation and help young people take on significant roles as global citizens today.

Reconceive Service Learning

Service learning goes beyond volunteering or fundraising. It has explicit pedagogical objectives and involves organized reflection and critical analysis.[3] As service learning has taken root in schools and afterschool settings, its primary focus has been local and national in scale. However, examining global issues can motivate understanding of and involvement in local issues, and vice versa. 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 start with projects that provide important perspectives on local challenges. Partner with international non-profit organizations such as Heifer International, Global Earth Watch, or Mercy Corps to help provide content and context for these issues. If you already have a service component to your program, look for the global implications of the issues you already address.

"The idea of giving back and doing something for your world is a big part of both international education and youth development—everybody has something to contribute."

–LUCY FRIEDMAN, EXECUTIVE DIRECTOR, THE AFTER-SCHOOL CORPORATION (TASC)

Global Projects for Children and Youth

Afterschool programs can extend their own service learning efforts and strengthen their global focus by connecting local action to international challenges.

- The UNICEF website connects the UN's Millennium Development Goals (including eradicating extreme poverty and hunger, combating HIV, malaria, and other diseases, reducing child mortality and improving maternal health) to their impact on children around the world. Young people can join global online discussions on the Voices of Youth website to learn about the issues, share stories, and get involved in projects.
- Free the Children provides school and health kits in developing countries that contain essentials for children's health and education. Children can help raise money for these kits and/or assemble kits to be sent where they are needed. In addition, the organization's Adopt a Village project supports community development in rural areas.
- The Global Campaign for Education organizes a Global Action Week with school-based and national events around the world to remind leaders of the urgency of providing education for all children worldwide. During Global Action Week, children participate in learning activities that raise awareness among their peers and the public, such as "World's Biggest Lesson," a curriculum implemented simultaneously all over the globe about the lack of quality education for many youth worldwide.

Hamilton International Middle School in Seattle is planning to link the school day and the afterschool hours through service. Young people learn about and take action on a local issue in the sixth grade year, expand their view to work on the issue nationally in seventh grade, and then focus on an international project in eighth grade. This puts a new spin on a thematic approach that is usually country or region-based, and builds strong connections between the school day and afterschool programs.

"The best preparation for citizenship combines education about world affairs with opportunities to take action. These opportunities can engage students hitherto indifferent to school and cynical about their futures."

–CAROLE ARTIGIANI, EXECUTIVE DIRECTOR, GLOBAL KIDS

Youth awards and competitions are also great catalysts to help participants build their knowledge about and involvement in global issues.

- The Global Action Awards from Mercy Corps honor high school students who have taken outstanding actions to fight global poverty in areas such as preventing HIV/AIDS, alleviating hunger, improving access to education, and bringing about environmental change. The winners receive cash prizes to be used for higher education or to support a project of their choice.
- The Junior 8 (J8) Competition invites groups of young people to put forward their ideas on the topics discussed each year by the Group of Eight (G8), an international governmental forum. Entries are judged by an expert panel in each country and one group of four participants is chosen to represent their country at the J8 Summit.
- The World Affairs Challenge is an academic program and competition on international affairs for middle and high school students hosted in San Francisco and Minneapolis by World Savvy and in Denver by the Center for Teaching International Relations. The program stresses research, presentation, problem solving, and collaboration as teams of students research a topic relating to a global theme, then participate in a competition judged by community volunteers involving presentations, content knowledge, and collaborative decision making.
- Global SchoolNet administers the Doors to Diplomacy contest, supported by the U.S. State Department. Secondary school students around the world produce web projects that teach others about the importance of international affairs and diplomacy.
- The National Peace Essay Contest, sponsored by the United States Institute of Peace (USIP), is a statewide and national essay competition in which youth analyze an aspect of conflict and propose recommendations on a specific global theme each year.
- The Human Rights Watch International Film Festival and Adobe Youth Voices have collaborated to create Youth Producing Change, a juried competition for youth-produced videos. Selected narrative,

documentary, and animated works made by youth (ages 19 and younger) that focus on human rights and social issues are screened at the film festival.

Find Active Roles for Youth

Help youth connect local issues that concern them with the people, communities, and countries facing the same issues. Give participants the chance to consider how they want to make a difference in the world, and provide background knowledge on issues that are appropriate to their age and developmental level in order to ground the learning and help them make informed choices. In addition to appropriate context, it is also important to provide structure, focus, and clear learning objectives for the acquisition of knowledge as young people embark on international service projects. Respect the people and causes you are taking on. Encourage participants to see themselves not as heroes who set out to rescue a victim, but as citizens who share an equal part in the challenges and responsibilities of a global age.

The Global Kids afterschool program in New York brings in many guest speakers. Their model is to give young people a lot of information about who is coming and about some of the topics they may discuss. Then, when the speaker arrives, they are placed on equal footing with the students no matter what their stature. The speaker joins the participants in a circle to talk. Often, the speakers are surprised at the informed questions, and the young people in turn are surprised they could make an adult expert on an issue think about it in a new way.

Organize committees and groups to work on project planning, and create an oversight structure that considers which decisions youth can make and which adults must make. Identify the kinds of skills that will make young people effective agents of change. As participants help to structure service learning projects, encourage them to consider the full scope of their involvement, including the following questions.

- **Relevance:** Does the project identify an issue that is important both locally and globally? Does the project idea inspire others?
- **Research:** Have participants used a variety of international sources to learn about this issue, including websites, news articles, and books. Are their assumptions, ideas, and conclusions based on a solid knowledge base? Have they conducted their own research, such as polling or interviews, on how this issue impacts their community?

Teen Action

Barbara Miller's *The Teen Guide to Global Action: How to Connect with Others (Near & Far) to Create Social Change* advises young people to find their cause, research their issue, plan their approach, and take action. For each topic, including hunger and homelessness, health and safety, education, the environment and conservation, the guide offers necessary perspectives to keep in mind.

- **Point of View:** Does the project consider the issue from multiple perspectives?
- **Analysis:** Does the project thoroughly examine the issue and present informed conclusions on how to take action?
- **Implementation and Impact:** Is the project collaborative, creative, and effective? Do participants demonstrate leadership abilities?

"Understanding yourself first is important. Then you need to become aware of the world, discover what you are interested in, and identify what you can do to change it. I'm at the point where I realize that I'm not the only person in this world. Everyone's job is to connect with other people and help others."

–SHERRY, 17 YEARS OLD, ONEWORLD NOW! PARTICIPANT

Simulations, which provide a "safe playing field," are another way for participants to take on new roles and responsibilities.

- Model UN, long popular in American schools, and its Global Classrooms program allows youth to assume the role of diplomats from a range of nations. As they research specific problems in their new roles, young people see world problems from new perspectives and craft multi-nation resolutions while learning first-hand about the structures and work of the United Nations.

- Capitol Forum is a simulation sponsored by Choices for the 21st Century Education Program, a national initiative based at Brown University that allows young people to participate in foreign relations negotiations. The experience is centered on a fundamental question: What role should the United States play in the changing international environment of the 21st century?

Many afterschool programs use conferences and workshops to develop leadership and civic engagement.

- The Dignity Center at Indianapolis' Orchard School hosts an annual middle school problem-solving conference. They ask themselves, "Who is serving our city and has global reach as well?" Young people have a chance to learn about global issues and connect with the local and global programs of area organizations.
- Global Citizen Corps, an initiative of Mercy Corps, engages high school students around five issues: hunger, education, HIV/AIDS, climate change, and water. Young people are brought together for "action days," using peer-to-peer mentoring to make change. In between, they hold conference calls and talk online to explore the content of each of the issues, learn effective organizing and communication strategies, and design opportunities to take action.
- Youth leaders from OneWorld Now! in Seattle organize an annual national "Get Global" conference. Youth, educators, and non-profits discuss the role of youth leadership in international affairs. Topics cover a wide range: environmental degradation, how human trafficking affects youth, and world comedy and stereotypes. At the conference, youth can share the results of action projects implemented through a partnership with Ashoka Youth Venture.
- The Global Kids Annual Youth Conference is designed and led by youth participants. They identify the theme, conduct research, develop and facilitate workshops, and emcee the event—all intended to educate and inspire their peers to become informed about global issues and take action in their communities. Themes include: Environment and Sustainability, Global Health, Globalization and the Media, and more.

Global Leaders and Citizens

Global Kids, an afterschool program in New York, develops high school leaders through its Power of Citizenry program and Online Leadership Program. Urban youth become informed about global issues, develop leadership skills, and explore higher education and careers, particularly those in international affairs. They also learn how to use technology, including virtual worlds and games, as a vehicle to educate and inspire others to take action. Youth leaders educate their peers by organizing conferences, creating media projects, leading workshops in classrooms, and developing public awareness campaigns.

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Artistic Literacy: The Power of Creativity and Expression

Creativity transcends borders. The arts present hands-on opportunities to explore human innovation as well as universal themes and individual expression. In afterschool programs, young people get space in their busy and pressured lives to invent and create. The intensity of concentration that comes with engaging in the arts can give participants self-knowledge about how they can learn something deeply, create a sense of accomplishment and recognition through performance, and produce something wholly their own at the same time that they increase their knowledge of the world beyond themselves.

With a little planning, afterschool programs can transform their regular arts and music activities into global experiences. Participants can develop a deep appreciation for the international influences that have informed American arts, from pottery to dance, from film to drama. Across the United States, even rural programs can access a vast array of art, by visiting museum exhibits online, renting or downloading films from around the world, and going to see touring classical and contemporary musicians from every corner of the globe.

Move from Art to People, Place, and Context

Using the materials, music, and dance of different regions or countries gives young people insight into the places, people, and cultures that produced them. When viewing, creating, and consuming art, help young people look at the context in which the art was created. Understanding where the artist comes from includes not just physical location but also the natural environment, the cultural framework, and their international influences. Explore the materials and formats the artist used, the choices the artist made, and what the artist was responding to through their creation.

One approach is to focus on specific artists as a window into culture. At Hamilton International Middle School in Seattle, art projects are integrated with country studies. Children are introduced to a particular artist, usually from the same culture as young people in the school, and then delve into the time period and place where the artist was working. They look at the role of art and artists in that society, and examine the themes and influences evidenced in their work. The school also works with the Seattle International Children's Festival to provide artist residencies and professional performances for youth.

As you plan field trips to art museums, focus attention on traditions from different cultures and countries. Encourage participants to inquire broadly: What can art tell us about people and their lives? Who or what is represented and where and when is it portrayed? Close study of a sculpture of the Buddha, for example, can provide insight into Buddhist practices and symbolism through its clothing, hairstyle, and hand gestures. Looking at a landscape painted on a Japanese screen can help young people learn about the environment of Japan, the need for moveable lightweight walls in Japanese dwellings, and influences from other cultures in Asia.

Connect Art to Culture and Communities

As with any global subject, connecting content to the cultures represented in your community can be a powerful approach. "Undesirable Elements" is a youth-led theater program at Global Kids, an afterschool leadership program in New York City, conducted in collaboration with Ping Chong & Company. Participants use the personal narratives of their families to create a script structured along a historical timeline. Then they integrate excerpts of the poetry, music, and dance from the relevant cultures and eras. "Undesirable Elements" has been performed with the help of local communities in 30 cities across the United States, and in Holland, Germany, and Japan.

At the College of Staten Island High School for International Studies in New York City, students and their parents participate in a six-evening series of art experiences during which they study the history, design, and significance of African masks. Students and parents then worked together to create their own masks depicting some element of their families.

Compelling project ideas may emerge if you broaden the traditional definition of the fine arts to include folk art and textile arts. For example, young people can learn about the *huipil,* a traditional Mayan blouse worn in Guatemala and Central America, and practice the embroidering technique that is used to create it. Have participants examine the designs and symbols on the blouses and explore what they mean, considering who makes them and who wears them.[2]

Use the Arts to Get Active

The visual and performing arts inherently relate to each other and to movement. GlobalArts to Go provides multicultural music, arts, dance, storytelling, and professional development experiences to afterschool audiences. By blending together different activities, such as music and movement or visual arts and storytelling, children are educated and engaged at the same time. Sample programs include Dancing the African Tales, Percussion Play Around the World, and Asian Ribbon Dancing.

The Cornell Southeast Asia Program of the Mario Einaudi Center for International Studies at Cornell University created an activity using Indonesian shadow puppets to enact the Ramayana, a traditional South Asian epic. The story touches on aspects of religion, secular life, and geography, and has been retold and revised across a number of cultures. The program's participants learn about shadow puppetry and Balinese Gamelan music by making their own puppets and performing stories from the epic.

> "The arts are a great approach to the world for kids, because they can start on a very tactile level."
>
> –DELIA POMPA, VICE PRESIDENT OF EDUCATION, NATIONAL COUNCIL OF LA RAZA

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Sports and Games: Play in a Cross-Cultural Context

The influence of cultures worldwide on games, sport, and dance provide multiple opportunities to infuse international content seamlessly into physical activities. As most students are inherently motivated by sports of one kind or another, this is one of the easiest areas in which to infuse a global perspective. And with summer and winter Olympic Games alternating biennially, there are many opportunities for studying athletes and games of distinct origin from around the globe.

Play is the work of childhood. Afterschool programs can connect young people to the global nature of things they love to do, and help them find their own talents and passions. The rules by which children play in different countries yields insight into what that culture values. Sports and games are also a chance to reclaim heritage and connect generations.

Broaden Physical Activities

Expand young people's exposure to non-Western cultures and active healthy lifestyles through traditions such as yoga, tai-chi, capoeira, or karate. Youth performances of folk and international dance forms, when intentionally combined with study of their origin, develop cultural awareness while building cardiovascular endurance. Include team sports popular in other cultures such as cricket, lacrosse, handball, badminton, field hockey, table tennis, and soccer.

You can build on student interest in international sporting events—like the Olympics, the Tour de France, the World Cup, and other world competitions—by exploring the history of the sport, the strengths of individual nations, and the participation of males and females. The possibilities for expanding these sporting events into global learning are numerous. Examine the geographic and environmental landscape of the host country and

Summer of Champions

The Children's Aid Society has developed Summer of Champions, a program for their summer camps that incorporates international education, physical fitness, nutrition, and what it means to be a champion—good sportsmanship, leadership, and respect. Although designed to coincide with the 2008 Summer Olympics in Beijing, the program also explores other global games, including the Special Olympics, Pan-African Games, and Pan-American Games.

"Sports are universal, and they bring people together around the world. Afterschool has an opportunity to not only engage young people, but help them connect to global literacy through sports."

–GREG ROBERTS, FORMER PRESIDENT AND CEO, DC CHILDREN & YOUTH INVESTMENT TRUST CORPORATION

the role of sports in its culture. Trace the history of the Olympics alongside the world events that happened simultaneously. Consider project-based learning about such problems as sport facility design, the selection of future Olympic sites, or the increasingly global nature of the sports business.

You can also use films that feature sports to enhance knowledge and understanding of particular sports or themes. For example, screen *Bend it Like Beckham* to discuss soccer and Sikh culture or *The Cup* to discuss soccer in the context of Tibetan culture. Journeys in Film offers education resources on *The Cup* and other films.

Find the Common Aspects of Games

You can make games and sports the centerpiece of international exploration. Conduct research about games children play here and elsewhere around the world. Look at the origins of common activities like hopscotch, for example, or bowling. Have children brainstorm what games they know and help categorize them—individual events, team sports, games of chance or strategy, etc. Look at how these universal categories of games literally "play out" in other cultures by examining the rules of games. How might these rules reflect cultural practices around competition or cooperation?

Try playing games and sports from different countries. The reference book *Unique Games and Sports Around the World* is a good place to start. You can also research simple games online, such as the African counting game Mancala, which can be recreated with basic materials. Finally, free online games with international content can make the virtual world prime territory for afterschool activities. Many of the website examples in the Geographic Literacy and Technology and Media Literacy sections incorporate game-based approaches.

Serious Games

Global Kids has integrated game design into their Online Leadership Program for teens. Working with Global Kids staff and a game design company, a group of high school youth created "Ayiti: The Cost of Life," in which players learn about poverty by assuming virtual responsibility for a fictional family in Haiti, making decisions about when to send children to school vs. work, and how to spend scarce resources. This and other "serious games" on global issues can be found through Games for Change, an organization that promotes digital games for social change.

For more resources and to get started on the ideas above, visit our website:
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PART V

Creating High-Quality Global Programs

Throughout this guide, we offer many ideas and ways to integrate global literacy into your afterschool program, from introducing culture through your community to infusing global perspectives into core subjects like English, math, and science. With some research and planning, you can use the recommendations and resources listed in the guide to start on several of these ideas right away.

In this section, however, we provide strategies and approaches to help you develop a global focus for your program in a more systematic way over time. This guide assumes you know the basics of program development, so it concentrates on what might be new to you as you take your program global. Through careful consideration of your staffing, partnerships, and evaluation process, you can create high-quality and intentional international learning experiences for your participants that help them develop as successful students and citizens.

Mobilize Staff

The most obvious first step is to think about how to recruit educators who have an international background. This may mean locating youth workers who have knowledge of a particular world region or looking in local immigrant communities for world language speakers. But before you take that step, consider the untapped talents that may be hidden among your existing staff.

Identify Talent and Expertise within Your Staff

In the same way that successful global programs connect global content and issues to young people's interests and lives, start by exploring the existing interests and expertise within your organization. Look at areas where members of your team have a background or strength and might be open to taking a global approach, such as literacy, mathematics, science, geography, social science, art, and technology. The following are some of the many aspects you can/should consider.

- Where your educators come from, the places they've lived, and their experiences of moving or migrating.
- The stories of their lives, their families, and their heritage.
- The languages they speak and how they learned them.
- Their musical and artistic talents and any other cultural skills.
- The objects or artifacts they can contribute or lend.

"I don't think any teacher or youth worker can or will know everything about the world. But they do have the capacity to say, 'Let's look it up together.'"

–HEATHER WEISS, FOUNDER AND DIRECTOR, HARVARD FAMILY RESEARCH PROJECT

- Areas of interest relevant to global literacy—current affairs, historical knowledge, or scientific research.

Build a shared understanding among existing staff of the importance of global literacy and get your team excited by gathering ideas on how to move in that direction.

Recruit New Educators with Global Experiences

In recruiting new staff, look for the knowledge, skills, and dispositions that are essential to effective teaching about the world. You may want to seek out educators who have studied or lived abroad and developed a passion and insight into a relevant region of the world. For instance, someone who lived in Tokyo for a summer probably visited museums and historical sites, took walks through neighborhoods, tasted local food and drink, met other people, and talked to youngsters—in short, they already began to develop the interests, insights, and ideas that will help them become a global educator. Seek out college students returning from study abroad, as well as returning Peace Corps volunteers. Consider international undergraduate or graduate students at local colleges and universities, who may be able to offer not only language or cultural knowledge but also specialized skills in a particular subject area or field.

Identify the qualities and characteristics new staff might contribute towards going global. Although no one educator will have all the necessary attributes, most youth workers will be able to contribute at least one of the following.

- **A deep quest to learn.** Studies show that lifelong learners are the greatest innovators in education. They are news junkies, voracious readers, and they seek out opportunities to meet new people and try new things. They are open, and fearless, and see diversity as an asset.
- **Resourceful, engaging personalities.** These educators do not stop with the materials they are given—they search online for additional resources and connect with community institutions and experts.
- **Knowledge of youth development.** They use their knowledge of what is developmentally appropriate to build connections between global content and participants' lives. They are confident enough to let youth take the lead, not only helping them pursue their interests but also creating the opportunities to discover new ones.
- **Awareness of global trends.** Such educators keep up with international news and events and have a strong sense of global systems and history. They make connections across cultures and across time, and know how to frame questions and design projects that encourage young people to make those same connections.
- **Commitment to equity.** They uphold the belief that every child can and should gain the knowledge, skills, and values for success in the global environment.

"Tap into the relatively recent phenomenon of people taking time off and volunteering abroad. People are coming back with tremendous passion. Combine that with the fact that the best program success is with high school and college kids teaching younger kids, and this could revolutionize afterschool staff."

–DON FLOYD, PRESIDENT AND CEO, NATIONAL 4-H COUNCIL

Working with International Students

One To World's Global Classroom program trains Fulbright grantees and other international students to design and lead interactive curriculum-based workshops on their home countries and cultures for young people in schools and afterschool programs. In one workshop, a Ghanaian student helped participants try on *kente* cloth, and explained how the patterns, or *adinkras*, imprinted on the cloth contain important symbols. Each student then designed their own *adinkra* and created a stamp of it. Using paint and a large piece of paper, the class created their own *kente* cloth.

Provide Opportunities for Professional Development

Educators need ways to acquire knowledge of international content, develop appropriate teaching strategies, teach from multiple perspectives, and deal with sensitive issues. Team members who are themselves informed about international issues are more likely to know how to design useful activities to help their participants learn about the world.

Acknowledge that each educator will need time and connections to become familiar with a particular topic. Keep a list of

favorite websites to help staff independently access content and prepare supplementary materials for students. (See the boxes "Global Curriculum Resources" in Part II, "News from Around the World" in Part III, and the Technology and Media Literacy section in Part IV for suggested websites.) Cultivate relationships with organizations and advisors listed later in this section to help staff deepen their understanding of relevant fields.

Remember that educators require support to use experiential, hands-on, project-based approaches. To preserve the unique value of the afterschool setting, keep didactic lectures and approaches to a minimum, especially around topics that are typically school-based disciplines. Your team needs active ways to present critical information that foster independent research, reading, writing, and communication. Once you calculate the available time after school, before school, and during the summer, consider long-term and multi-stage projects, so that you are able to align your content with a range of activities.

"I don't want my staff to just pick an arts activity or a craft at random. I want to incorporate it into what our students need to learn about the rest of the world."

–CHRISTOPHER BENTIVEGNA, RESIDENT SERVICES SUPERVISOR, GULF COAST REGION, THE NHP FOUNDATION

Just as you need to support the knowledge of your team, you also need to develop their skills at facilitating global learning. Educators need strategies and techniques to help young people relate to the wider world, to see connections between local and global realities, and to discuss the many nuances of identity and culture. One way to help educators get up to speed is to have them participate in the same activities that you are creating for young people. For example, you may want to start an international book club for your staff. At Global Kids, staff members create global and personal identity maps, and conduct small research projects to find connections for themselves between the local and the global.

Convene planning meetings with your staff to discuss how to present complex topics in ways accessible to children at different developmental stages. The staff from Good Shepherd Services at the The After-School Corporation (TASC) site in New York City's Public School 79 created a series of experiences to help their 8-year-olds understand water conservation. The group learned that water is a finite and shared resource by comparing how much water a person uses in the United States compared to someone in a developing country. Then they joined the World Water Day March and walked a "water mile" to experience firsthand how people in the world must adapt without access to clean running water. They translated this learning to their own practices about water conservation, educating parents, teachers, and peers through posters and performances, including a rap about water. Older youth, however, may grasp the reality of water scarcity more quickly, and be ready to take on research or action projects that propose solutions to the water crisis on a larger scale.

The nature of this work connects local and global, and always puts self into the picture. That can bring up sensitive issues around identity, status, and self-efficacy. In the case of potentially contentious political issues such as immigration or conflict, it may be advisable to have educators first discuss their own reactions, and to anticipate children's questions and generate appropriate responses. Make sure your team knows the limits of their capacity to deal with potential problems, and what to do if issues come up that they cannot address.

Although opportunities for professional development in the afterschool field are growing, you must be creative in looking for ways to expose educators to high-quality global learning experiences. National afterschool conferences increasingly include workshop sessions on global literacy.

Assemble Expertise and Establish Alliances with Partners

Many organizations can help you advance your global programming. Some you may have worked with as part of other activities, while others may be less familiar. Partners can bring expertise, ideas, and resources. As you start the process of looking, you may find a fantastic

Partnership for Global Learning

The Partnership for Global Learning, created by Asia Society, is a national network that connects educators, policymakers, and other stakeholders to share best practices that help American students succeed in our global age. The Partnership provides a monthly e-newsletter, and holds webinars and professional development events. For more information, please visit: AsiaSociety.org/PGL.

connection that takes you in new and unanticipated directions. Begin by creating a list of potential categories for partnerships, starting with institutions, organizations, and businesses in your community.

Universities and colleges have significant international expertise across many departments, and can offer a world of resources to your program and participants. Those universities with centers focused on regions of the world and/or world languages funded by Title VI of the Higher Education Act are required to provide professional development and curricula resources to K-12 audiences. Even if you are not near such an institution, these materials are increasingly available online. For example, on Africa, try the websites of the African Studies Centers at Boston University and Michigan State University. Explore Tulane University's website for Latin America, and for the Middle East, try Outreach World. Asia Society and the National Consortium for Teaching about Asia have extensive web and professional development resources about Asia.

On-campus groups devoted to the cultures of particular students and their home countries are common. These groups can provide speakers, artistic productions, and other events. Also, American college students who are studying abroad can send reflections from their target country to your program—benefiting not only your participants, but also the undergraduate students abroad who may not otherwise consistently reflect on their new experiences. Also, many colleges sponsor career days that may include business leaders and employees who have worked overseas. Often they will allow local high school students to participate.

Businesses have a vested interest in preparing an internationally competent workforce—find those in your community that depend on exporting, importing, or international banking. They may offer international connections that can be mined by educators and youth for a specific project or simply for knowledge and information. Make contact with your local rotary club, World Trade Council, or Chamber of Commerce to explore connections, and then find ways to structure these connections or mentoring opportunities into an ongoing program. For example, young people may examine local case studies and then create an international marketing strategy to sell a product in another country, taking into consideration economic, political, religious, demographic, cultural, and language factors.

You may want to ask businesses with which you have a relationship for donations, loans, and scholarships to support specific programs or students, from donuts for a school cultural event to funding for international travel. Businesses may also sponsor student internships on-site in the local community or at overseas locations.

> "Now that I've found out about global issues, I want to change something and know that I'm here for a purpose. I want to know that I'm not only taking away from my community but giving something back globally. I want to create jobs for other people."
>
> –NEVILLE, 17 YEARS OLD, GLOBAL KIDS PARTICIPANT

Cultural organizations offer a veritable treasure trove of ongoing activities, lectures, online and printed materials, and expert consultants—and many of their offerings are free. When brainstorming, think about these potential partners for your school:

- Museums
- Embassies or consulate offices

International Business Partnerships

Students studying international business at Florida's Pompano Beach High School benefit from the local partnerships formed by their school. Each year, one class gets a behind-the-scenes look at the Florida Panthers Hockey Club. These students have an opportunity to learn about the business side of the entertainment/sports industry, with an emphasis on developing international marketing partners, attracting local and foreign guests, and providing services for visitors from around the globe. Through a partnership with HSBC World Bank, students studying international finance and law create a semester-long project designed to examine some aspect of international finance. HSBC provides guest lecturers and experts to work with each class, and one student is selected for a paid internship at the bank.

- Humanitarian organizations
- Heritage or immigrant groups
- Labor groups
- Faith-based groups
- Volunteer organizations
- World Affairs Councils

Create an Advisory Council

When you create an advisory council, think about not only the expertise individuals will bring, but also the connections and influence they may hold with other potential partners. As always, involve key stakeholders: young people, educators, parents, community members, business leaders, opinion leaders, education officials, equity advocates, and other experts who can guide you towards best practices and high-quality content.

If possible, find a champion of your program with global connections. Look for individuals who are based in your local community and are aware of its needs, but travel the world for professional or personal reasons, meeting people and taking advantage of new opportunities. When international visitors plan to come to your community, your champion should be one of the first to know, and one of the first to suggest a connection to your program. Your champion can also help you make the case to potential partners, businesses, and policymakers about the need to support global learning.

Utilize State Networks

Although most education is delivered at the local level, states have the ultimate responsibility for setting standards to assure that children receive an adequate education. States also direct a large amount of the resources for the afterschool field through the federally funded 21st Century Community Learning Centers and other programs. States are critical to creating education systems that will prepare young people to support dynamic economies and participate in their evolving communities.

The national network of statewide afterschool networks, funded by the Charles Stewart Mott Foundation, and the state affiliates of the National AfterSchool Association help encourage investment to improve the quality and sustainability of afterschool programs, as well as coordinate partnerships and the sharing of best practices. In addition to these supports for afterschool, Asia Society and the Longview Foundation have also been working with more than 25 states through the States Network on International Education in the Schools. These states have already developed commissions, statewide summits, and reports to assess the relationships of individual states to the world and propose ways in which their education systems should adapt to prepare students to be globally competent. States have created a variety of mechanisms, appointed international education coordinators, and developed a range of new policies and programs.

> "It's really important that the people who are making the policy, both at the executive end and in the state legislatures, are thinking about the importance of integrating global literacy—not just in school curricula, but in afterschool programming and policies."
>
> –JOAN LOMBARDI, FORMER ASSOCIATE COMMISSIONER FOR THE CHILD CARE BUREAU, U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

Reflect and Evaluate

Strong evaluation of how afterschool programs can contribute to global literacy will be necessary to advance our effort. National and state leaders in the field, along with funders and policymakers, will need to measure progress against global outcomes for young people, track the quality of program implementation, and assess impacts on education and workforce preparation. This guide assumes you know and have access to generic tools for evaluation. We review a few of these tools here to offer ways to begin.

Create Systems for Stakeholders to Understand the Program

Facilitate meetings with educators, young people, community members, and advisors to discuss how your goals have expanded to include global skills, knowledge, and values. What activities and subject emphases have you added or changed to support those new global goals? Are you comfortable with the values the program expresses—is there a sense of equal exchange as you look at other cultures and your own? Use reflective journals, informal and formal conversations, and signs you post around the program to ask "How might a friend in China—or Argentina or Austria—respond to today's news?"

Conduct Evaluations and Track Participation

Use a one-page activity report that describes the sources you used, what was international about the activity, how many people participated, and whether they seemed to understand the information and achieve the objectives. Have the site coordinator or program director do non-supervisory program observations to collect the same information, take more extensive notes on the participants' engagement, and provide feedback and discussion with staff.

Have young people give quick feedback at the end of each session. In "whiparounds," the participants sit in a circle and respond to a simple question, like: "Say one thing you learned about another part of the world today," or "What did today's exploration of another place have to do with you?"

In addition, converse informally with program participants and also with their families. Find out if you are tapping their resources and talents, how aware they are of the program's global initiatives, and the importance they attach to your activities and why.

Collect data on participation and engagement. Track participants' attendance on days you do global activities. Record if they take advantage of opportunities for international projects and apprenticeships. Similarly, measure their level of engagement. Are young people talking about the activities, both in and outside of the program? Do they:

- Ask to connect with people and places around the world?
- Develop a passion for a global issue or international experience?
- Offer suggestions for field trips to museums and neighborhoods?
- Speak up about issues of global importance?

Identify Outcomes and Measure against Benchmarks

As you consider how to track outcomes, consult with evaluation researchers and intermediaries to determine what kind of baseline data to collect. You will want to know where both your staff and your participants begin with respect to global knowledge, skills, values, and actions. Review the list of global literacies in this guide that you have deemed important. Begin to identify the goals that matter most and the benchmarks along the way. Use rubrics from project-based learning to assess exhibitions of young people's work, documentation by young people of the Internet sites they have used on global issues, and documentation of collaborations with peers or adults around the world.

Giving American youth the knowledge, skills, and perspectives they will need to be successful in our global age is an ongoing process that requires everyone's commitment. Afterschool and summer programs can play a vital role in expanding kids' horizons—opening doors from their neighborhoods to the world. Their success, and our future, depends on it.

"In these changing times, it's so important that we harness the power of afterschool and summer programs to bring the world to our children—and provide them with the skills they need to succeed."

–SOLEDAD O'BRIEN, ANCHOR AND SPECIAL CORRESPONDENT, CNN
BOARD MEMBER, THE AFTER-SCHOOL CORPORATION (TASC)
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For more resources and to get started on the ideas above, visit our website:
AsiaSociety.org/Afterschool

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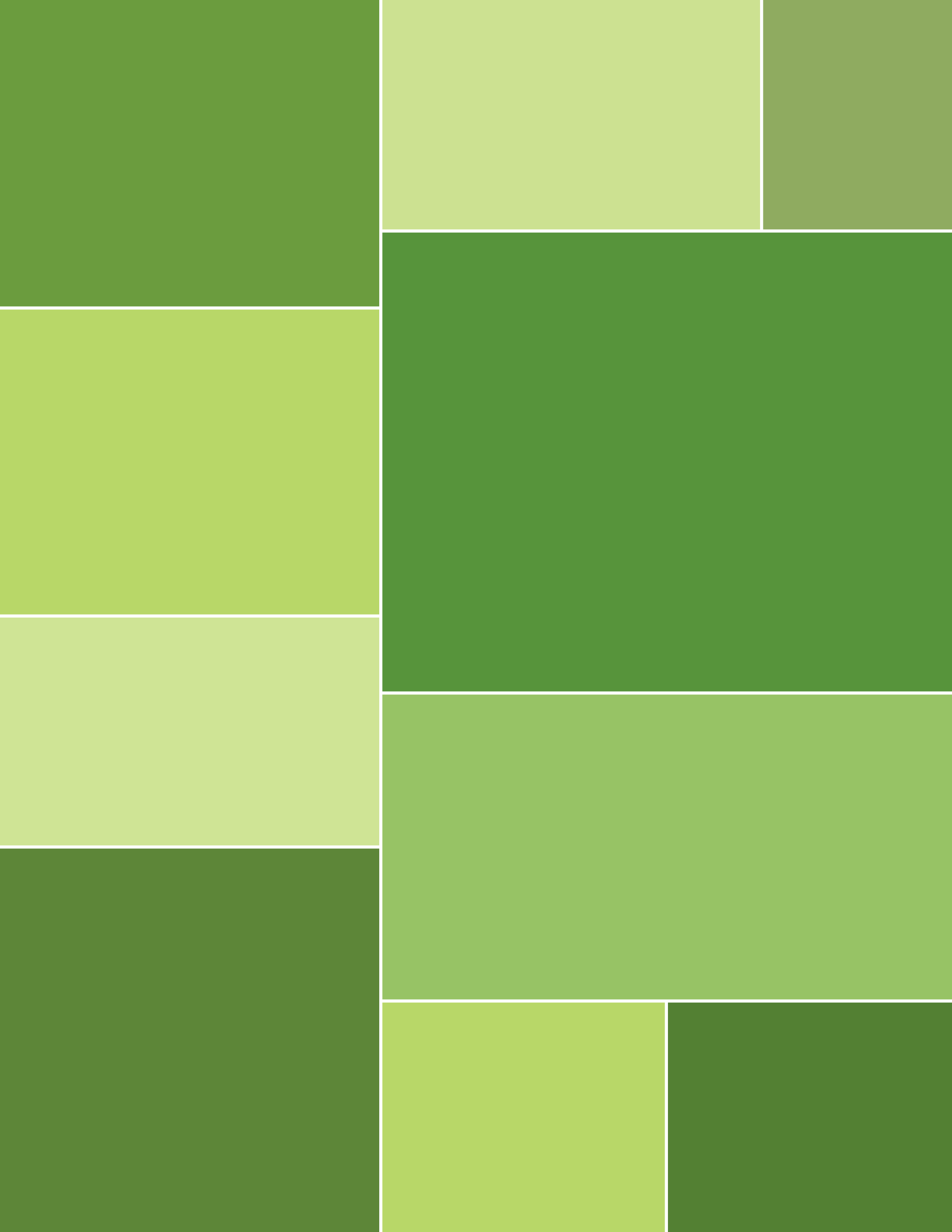
Peirce Elementary School, Newton, MA

John Stanford International School, Seattle, WA



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Partnership for Global Learning

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