

Domain 3: Program Planning

A program that successfully builds global competence in youth carefully plans activities to offer a range of global learning options and opportunities that incorporate the development of academic, social, and emotional skills in multiple settings. In order to do this, the program gains access to a variety of global resources and materials in preparation for activities.

1. The program enables youth to acquire and apply global knowledge and skills throughout all types of program activities.
2. The program collaborates with school, community, and family partners to plan activities that complement and enhance global learning that takes place during the school day or at other times and in other settings.
3. The program plans ways to intentionally offer world language exposure and/or language instruction.
4. The program plans field trips or travel opportunities that promote global competence.
5. The program plans service learning or other community-based projects and activities that help youth connect personal, local, and global issues.

Performance Level				Plan To Improve		
1	2	3	4	Right Now	This Year	Next Year

Taking Action: A Sample Action Plan for Indicator #2

The program collaborates with school, community, and family partners to plan activities that complement and enhance global learning that takes place during the school day or at other times and in other settings.

Right Now: Program staff will conduct a survey of what participants are learning during the school day, and use the information gathered to align program activities with globally-focused school-day lessons and themes when possible. For example, if participants are studying Australian animals or the Australian eco-system in school, then the afterschool program may focus activities on the aboriginal culture and arts of Australia, which are closely connected to nature.

This Year: Program staff will review the state learning standards relevant to the ages and grades of youth in the program. Program staff will meet with school-day staff to share the learning standards identified and discuss potential alignment with school-day curriculum. Based on the specific opportunities discussed, activity staff will use the learning standards to expand upon activity plans and add elements that reinforce and/or extend globally-focused school-day activities.

Next Year: The site director will coordinate a global learning work group, comprised of program staff, staff from other afterschool and summer programs, teachers from the school day, community partners, and family members to discuss aligning global learning across settings. The working group will identify both opportunities as well as gaps/needs, and determine action items to best align curriculum, staffing, funding, and other supports during the upcoming year to enhance global learning.

Asia Society Resources

Global Learning at Any Age

<http://asiasociety.org/education-learning/afterschool/global-learning-any-age>

Around the World, Throughout the Year

<http://asiasociety.org/education-learning/afterschool/around-world-throughout-year>

Domain 3: Program Planning

A program that successfully builds global competence in youth carefully plans activities to offer a range of global learning options and opportunities that incorporate the development of academic, social, and emotional skills in multiple settings. In order to do this, the program gains access to a variety of global resources and materials in preparation for activities.

1. The program enables youth to acquire and apply global knowledge and skills throughout all types of program activities (experiential, enrichment, recreation, academic tutoring, health/nutrition, leadership, and others).

Performance Level 1: The program enables youth to acquire and apply global knowledge and skills through few, if any, types of activities, such as academics or enrichment.

Performance Level 2: The program enables youth to acquire and apply global knowledge and skills through several different types of activities, including academics, enrichment, the arts, and community service.

Performance Level 3: The program enables youth to acquire and apply global knowledge and skills through a wide variety of activities, including academics, enrichment, the arts, community service, science and technology, recreation, leadership opportunities, mentoring relationships, health-related activities, and others. Youth are empowered to request, design, and/or select their own activities.

Performance Level 4: The program enables youth to acquire and apply global knowledge and skills through a wide variety of activities, including academics, enrichment, the arts, community service, science and technology, recreation, leadership opportunities, mentoring relationships, health-related activities, and others. Youth are empowered to request, design, and/or select their own activities, and staff members assist youth in selecting a variety of activities that support a range and/or continuum of knowledge acquisition and skill development opportunities.

2. The program collaborates with school, community, and family partners to plan activities that complement and enhance global learning that takes place during the school day or at other times and in other settings (at home, online, through the media, in summer, etc.).

Performance Level 1: For the most part, the program works independently from most school, community, and family partners to plan activities. Therefore, activities may sometimes complement and enhance global learning that takes place during the school day or at other times and in other settings, but are not intentionally designed to do so.

Performance Level 2: The program works with some school, community, and family partners to plan activities. Therefore, some activities are designed to complement and enhance global learning that takes place during the school day, school year, summer, or at other times and in other settings. These activities may be mostly focused on reinforcing school day lessons about global content.

Performance Level 3: The program regularly works with several school, community, and family partners to plan activities. Therefore, most activities are designed to complement and enhance global learning that takes place during the school day, school year, summer, or at other times and in other settings. These activities are mostly focused on reinforcing school day lessons about global content and/or supporting family efforts to infuse global learning in their homes.

Performance Level 4: The program regularly and frequently works with a variety of school, community, and family partners to plan activities. Therefore, most activities are designed to complement and enhance global learning that takes place during the school day, school year, summer, or at other times and in other settings. These activities are mostly focused on reinforcing school day lessons about global content, supporting family efforts to infuse global learning in their homes, and/or using media and technology tools – through which participants may be already learning about the world – to provide global learning activities and virtual exchanges.

3. The program plans ways to intentionally offer world language exposure and/or language instruction.

Performance Level 1: The program rarely or never offers exposure to other world languages.

Performance Level 2: The program offers exposure to other world languages, but primarily focuses on the native languages represented among participating youth.

Performance Level 3: The program offers exposure to other world languages, primarily focusing on the native languages represented among participating youth, those represented by staff members, and those that are taught during the school day. One or two languages may be selected for formal instruction in the program. However, if language fluency is not a feasible or appropriate goal, program staff design activities that help participants value language learning and understand its relevance for future professions.

Performance Level 4: The program offers exposure to other world languages, and youth are able to choose which languages are focused on in the program. The program uses a combination of the native languages represented among participating youth, those represented by staff members, those that are taught during the school day, and those that are not offered to youth elsewhere in order to expose participants to a wide variety of languages as possible. Several languages may be selected for formal instruction in the program and/or the program intentionally helps youth value language learning and understand its relevance for future professions.

4. The program plans field trips or travel opportunities that promote global competence.

Performance Level 1: The program rarely or never offers field trips or travel opportunities that promote global competence.

Performance Level 2: The program occasionally plans field trips or travel opportunities that provide opportunities to develop global competence. However, the goal is primarily recreational and may not include intentional global learning activities, project-based learning opportunities, or debriefing about the experience.

Performance Level 3: The program regularly plans field trips or travel opportunities. Most of these trips provide opportunities to develop global competence through intentionally designed experiences that reinforce global learning goals, rather than trips that are designed serendipitously around an available opportunity or primarily for recreational purposes. Trips often include global learning activities, project-based learning opportunities, and debriefing about the experience, which allows youth to learn and grow as a result of the trip.

Performance Level 4: The program regularly and frequently plans field trips or travel opportunities. Almost all of these trips provide opportunities to develop global competence through intentionally designed experiences that reinforce global learning goals. Trips always include global learning activities, project-based learning opportunities, and debriefing about the experience, which allows youth to learn and grow as a result of the trip. Travel opportunities are subsidized by program funding or sponsors, which allows all youth to participate regardless of ability to pay, or staff help all youth fundraise for the trip(s).

5. The program plans service learning or other community-based projects and activities that help youth connect personal, local, and global issues.

Performance Level 1: The program rarely or never offers community-based projects and activities that intentionally support global learning. The majority of activities take place in the program space with program staff or are not focused on global learning.

Performance Level 2: The program occasionally offers community-based projects and activities, such as service learning opportunities, that relate to global learning. These activities are intended to help youth

connect personal or local issues that have global connections, but may not include time for discussion and debriefing about an activity's impact or global relevance. These offerings are typically made available based on staff members' interests and relationships in the community.

Performance Level 3: The program regularly offers community-based projects and activities, such as service learning opportunities, that support global learning. These activities are intended to help youth connect personal, local, and global issues, and almost always include time for discussion and debriefing about an activity's impact. These offerings are part of the program's regular activity schedule, and the program's community partners are tapped to support these efforts.

Performance Level 4: The program regularly and frequently offers community-based projects and activities, such as service learning opportunities, which support global learning. These activities are intended to help youth connect personal, local, and global issues, and always include time for discussion and debriefing about an activity's impact. These offerings are part of the program's regular activity schedule, and the program's community partners are tapped to support these efforts. Youth are involved in selecting projects that address their interests and their perceived needs in the local and/or global community. Furthermore, these activities are offered in an intentional and sequential manner, such that youth continuously develop new skills and apply lessons learned.