

Domain 5: Youth Development and Outcomes

A program that successfully builds global competence in youth provides learning opportunities that help youth demonstrate their ability to investigate the world around them and beyond, recognize their own perspectives and those of others, communicate their ideas to diverse audiences, and take action to contribute to positive change locally and globally.

1. The program supports youth to investigate the world and deepen their understanding about it.
2. The program supports youth to recognize multiple perspectives and apply cross-cultural understanding.
3. The program supports youth to communicate ideas to diverse audiences by connecting and collaborating across cultural or geographic boundaries.
4. The program supports youth to take action on global issues as well as local issues of global significance.

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

Taking Action: A Sample Action Plan for Indicator #4

The program supports youth to take action on global issues as well as local issues of global significance.

Right Now: Staff will design an activity that helps participants identify the community issues that affect and/or concern them the most, research the issue and discover other communities around the world with youth who are impacted by this issue, and then create a presentation or hold a discussion about how other global communities are addressing this issue.

This Year: Staff will convene a meeting for participants to discuss and decide upon which global issue, of those they researched, they want to take action on. Staff will serve as facilitators and help youth to come to agreement on one issue. Staff will guide youth through a process by which they learn more about the issue and what actions have been taken locally and globally, and then lead youth through a local service-learning project related to the issue.

Next Year: In the beginning of the year, staff will convene a meeting for participants to discuss and decide upon several issues that affect them and have global significance. Participants will self-select into groups based on the issue they are most interested in. Staff will guide each group through a process by which they learn more about the issue, who it impacts around the world, and what they can learn from what has already been done to address it. Staff will lead groups on a series of service-learning projects related to the issue that build from a local to a global impact. Youth will present their issues and projects to staff, participants, and families at the end of the program year.

Asia Society Resources

Global Competence and the Afterschool Hours

<http://asiasociety.org/education-learning/afterschool/global-competence-and-afterschool-hours>

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A program that successfully builds global competence in youth provides learning opportunities that help youth demonstrate their ability to investigate the world around them and beyond, recognize their own perspectives and those of others, communicate their ideas to diverse audiences, and take action to contribute to positive change locally and globally.

1. The program supports youth to investigate the world and deepen their understanding about it.

Performance Level 1

The program offers one or two activities that require youth to explore a global topic. Global topics are selected by program staff and all youth explore the same issues, countries, or cultures. Activities are typically focused on reading a book or story about another country.

Performance Level 2

The program occasionally offers activities that require youth to explore on a global topic. Youth are asked about their interests, and the program staff selects a topic based on their responses. Activities are typically focused on reading a book or story about another country followed by a large group discussion.

Performance Level 3

The program regularly offers activities that require youth to explore a global topic. Youth are asked about their interests, and they are guided through a process by which they select a topic that is relevant to them as a group. Activities include reading books and/or stories, visiting websites, watching media clips, taking field trips, interviewing experts, or accessing other sources of information about a global topic or another country or group of people. Youth are encouraged to draw conclusions about their questions based on their research and experiences.

Performance Level 4

The program regularly and frequently offers activities that require youth to explore a global topic. Youth are asked about their interests, and they are guided through a process by which they select several topics and divide into groups based on their interests. Activities include brainstorming where to find information and then reading books and/or stories, visiting websites, watching media clips, taking field trips, interviewing experts, or accessing other sources of information about a global topic or another city, state, country, or group of people. Youth are encouraged to draw conclusions about their questions based on their research and experiences, and use their conclusions to develop a position on a global issue that includes multiple perspectives.

2. The program supports youth to recognize multiple perspectives and apply cross-cultural understanding.

Performance Level 1

The program rarely or never addresses how to recognize multiple perspectives or apply cross-cultural understanding. Some staff members may touch upon these issues while leading their activities.

Performance Level 2

Program leaders believe recognizing perspectives and cross-cultural understanding is important, and a few activities are designed to address these issues. Through a few activities, program participants are encouraged to identify their own perspective on issues and understand that others have their own perspective as well.

Performance Level 3

Program leaders designed the program to incorporate opportunities to recognize perspectives and apply cross-cultural understanding. Through regular activities, program participants are encouraged to identify their own perspective on issues and understand that others have their own perspective as well. Youth are given opportunities to consider factors that influence their own and others' perspectives, such as personal experiences, religious beliefs, or cultural influences. Program staff members are prepared

during staff orientation to discuss these topics and help youth realize how recognition of multiple perspectives can enhance cross-cultural understanding.

Performance Level 4

Program leaders designed the program to incorporate opportunities to recognize perspectives and apply cross-cultural understanding. Through frequent activities, program participants are encouraged to identify their own perspective on issues and understand that others have their own perspective as well. Youth are given opportunities to consider factors that influence their own and others' perspectives, such as personal experiences, religious beliefs, or cultural influences. They have opportunities to demonstrate how recognition of multiple perspectives can enhance understanding, through structured debates, service projects, arts activities, etc. Program staff members receive ongoing professional development and coaching to prepare to discuss these topics.

3. The program supports youth to communicate ideas to diverse audiences by connecting and collaborating across cultural or geographic boundaries.

Performance Level 1

The program is not designed to provide opportunities for youth to formally communicate with their peers, staff, or others, though some formal communication may occur during activities and special events. The program has guidelines regarding respectful communication, but they may or may not address how to communicate with diverse audiences.

Performance Level 2

The program provides occasional opportunities for youth to formally communicate with their peers and staff during activities and special events, including presentations, speeches, and performances. The program has guidelines regarding respectful communication that address how to communicate with diverse audiences. Some staff members use these guidelines to teach effective communication skills to the youth in their groups.

Performance Level 3

The program provides regular opportunities for youth to formally communicate with their peers, staff, and family and community members during activities and special events, including presentations, speeches, and performances. Special activities provide opportunities for youth to learn how to use appropriate technology and media to communicate with wide, diverse audiences. The program has guidelines regarding respectful communication that address how to communicate with diverse audiences, and all youth are aware of these guidelines and why they are important. All staff members are expected to use these guidelines to teach effective communication skills to the youth in their groups.

Performance Level 4

The program provides regular and frequent opportunities for youth to formally communicate with their peers, staff, and family and community members during activities and special events, including presentations, speeches, and performances. The program encourages youth to communicate with others beyond their communities, and regular activities provide opportunities to use appropriate technology and media to communicate with wide, diverse audiences. The program has guidelines regarding respectful communication that address how to communicate with diverse audiences, all youth are aware of these guidelines and why they are important, and the guidelines are enforced by staff. All staff members are expected to use these guidelines to teach effective communication skills to the youth in their groups, and they receive professional development on how to do so.

4. The program supports youth to take action on global issues as well as local issues of global significance.

Performance Level 1

The program rarely or never offers opportunities for youth to engage in service, activism, or other community-based projects related to local and/or global issues.

Performance Level 2

Some staff members encourage youth to engage in service, activism, or other community-based projects related to local and/or global issues. If youth are interested, the program may occasionally offer projects related to community issues, such as local pollution or hunger. These activities are developed by staff members and jointly implemented with youth.

Performance Level 3

All staff members encourage youth to engage in service, activism, or community-based projects related to local and/or global issues. At several times throughout the year, the program offers projects related to community issues, such as local pollution or hunger, and global issues, such as global warming or food insecurity. Depending on the project, the program may occasionally help youth learn about the global implications of a local issue, and vice versa. Youth are encouraged to research the issue's root causes and its impact, set appropriate goals, create a plan of action that takes into account previous actions to address this issue, and implement their activities.

Performance Level 4

All staff members encourage youth to engage in service or activism projects related to local and global issues. Throughout the year, the program offers ongoing projects related to community issues, such as local pollution or hunger, and global issues, such as global warming or food insecurity. The program regularly helps youth learn about the global implications of a local issue, and vice versa. Youth are encouraged to research the issue's root causes and its impact, set appropriate goals, create a plan of action that takes into account previous actions to address this issue, and implement their activities. Program staff members work with youth to evaluate the impact of their actions and to reflect upon the role they played in their community and in the world.