

Transcript of Global Learning in Out-of-School Time

Amy Moritz: Good morning and welcome to today's online session titled Global Learning In Out-of-School Time. This session is sponsored by the Pennsylvania Department of Education in conjunction with the Center for Schools and Communities. I'm Amy Moritz, Youth Development Program Coordinator for the Center for Schools and Communities and I will be the moderator for this online session.

Judy Ha and Tania Lazar will present today's webinar. Gain a greater understanding of the global learning approach and how it develops student's 21st century skills. Today, you're going to learn how to help students explore our diverse world through innovative strategies and resources to deepen understanding and interest in world languages, cultures and geography and a great authentic learning with 21st century skills to get you talking and sharing about themselves, applying it to relevant hands on projects and making meaningful connections to the wider world.

At this point, I would like to introduce our presenters. Judy Ha is the Project Director for the Center for Afterschool and Expanded Learning at Foundations Incorporated. Judy designs and delivers professional development services for educators. Prior to working with foundations, Judy served as Assistant Director of Asian Americans United, a non-profit community organization.

She taught middle school Social Studies as well as a K to 8 and adult ESL in the greater Philadelphia area. Her OST experience also spans a variety of afterschool and summer program models, such as Summerbridge, Freedom School, and Americorps. Judy holds a Master's degree in Multicultural Education from Eastern University and a Bachelor's degree in political science and education from Swarthmore College.

Tania Lazar is the Associate Director of Technical Assistance and Training at Foundations. She is responsible for the development and facilitation of foundations professional development sessions for out-of-school time educators across the country. Prior to joining Foundations, Tania held positions as a Program Officer with New Jersey After 3, overseeing more than 33 afterschool programs, and as a 5th grade teacher in Newark, New Jersey.

She also served an AmeriCorps term assigned to coordinating a Family Friendly Center, America's Read program in Paterson, New Jersey. Tania's experience in the field includes program design and administration, on site coaching and technical assistance, program evaluation and curriculum development.

Tania holds a Master in Arts in Teaching from Monmouth University and a Bachelor's degree from Rutgers. At this point, I'd like to turn the webinar over to Tania.

Tania Lazar: Hi, good morning everybody. Hopefully you can hear me. Welcome to today's session for Global Learning in Out-of School Time and today like Amy said, we're

going to focus on how you can bring your program from a more local level to a global level to your program. A little bit about Foundations Inc., we are dedicated to supporting educators across the country.

We run programs ourselves here in the Philadelphia area and we are dedicated to building capacity for teachers and educators across the country. Here's our first poll for today. We'll bring that right up and what we would like to ask you is, what grades do you teach and what would we like you to do is once that polls come up, oh, there it goes. If you can click on the radio button please and select all that applies to you.

Do you teach K through 5, 6 through 8, 9 through 12 or do you teach something other than those particular grades? I'll give you a second to do that. All right, wonderful. It looks like we have a tie between 6 through 8 and a 9 through 12. It looks like we're going to be working with mostly the upper grade grades providing you some tools and information that you can use for your program and of course we'll also touch upon those K-5 areas to you.

Okay, here are our goals for today. We're going to understand the definition of global learning and how it develops students 21st century skills. We're going to learn how to implement activities that builds kid's cultural awareness and global understanding and then we're going to gain strategies to engage families and your community through global learning. All right, I'm going to pass the mic now over to Ju-

Judy Ha:

Okay, we're looking at the next slide and this is a slide that should show the overview of what global learning is. We should see on the screen, sorry there's a technical difficulty, okay we should see just some bullet points about what global learning is. The first key point is that global learning is about understanding the world. Different cultures, events, what the issues are in the worlds. There's that global piece.

The second piece is that it's international. We're understanding different nations, how those nations interact with other so that's analyzing the global systems. Next, it's intercultural. We're appreciating the cultural differences as well as similarities of all the different cultures of the world. There's those three pieces and lastly, global learning involves just knowing how to apply that knowledge and appreciation to our lives as citizens and workers in a global society.

As we go through this webinar, we're just going to try to incorporate these themes in all the different activities that we are going to be talking about. Why should we include global learning? I thought we would share some data, some statistics to help us see it in context. This is from the 2012 world savvy global competency survey and it shows ... This particular graphic shows the percentage of high school graduates aged 18 to 24 who could not correctly identify certain common knowledge.

One example is if you look in the right corner it says 78% didn't correctly identify the most commonly spoken language in the world is Mandarin. Almost 80% of

high school graduates didn't know that that was the most commonly spoken language. Another nice percentage is the one that's in the bottom corner that says a lot of students didn't know where the country Libya was located.

Libya has been in the news in the last couple of years but 47% didn't know where that was in the world. These statistics show again that it's so important to teach students about what's going on in the world as this is definitely going to impact their lives now as well as in the future.

Here's another graphic. This is the percentage of high school graduates who believe. I thought the percentage of students who thought jobs are becoming more global in nature was really fascinating 80%. That shows that 80% of high school graduates believe that jobs are becoming more global so it does show that the student interest is there, that they're interested in learning about global things and that it's going to be important for their future.

They really are going to be interested in that. 12% believe that they received instruction to help them to understand the roots of global issues. That just shows what a great need there is especially for afterschool programs who really address what global issues are so that more students are able to receive that kind of instruction. 60% believe that they would be better in place if they had a stronger understanding of different world cultures.

Again, that affirms that a lot of students are interested in global issues or world cultures and they want to hopefully be prepared for the future. All right, this last graphic shows students who discuss world events in their high school classes were more likely to, 14% believe that they would be more likely to vote in local and national elections. That's important, right? Especially this is an election year. Why not talk about world events in your programs, right?

8% believe that they would volunteer to support a cause they believe in. That's also a great way to develop citizenship for the future and 17% said they would actively seek out news and information about world events. We really want to boost all of these stats to really help prepare our students for the future and for our today as well.

All right, again I just want to sum up what are some of the benefits for incorporating global learning in your programs. It really does help students to understand multiple view points as they learn about different cultures or different countries. You're really helping them to see the world from a different lens. It broadens their perspectives. It builds cultural competence which is the ability to interact and work well with other people.

Lastly, it's going to benefit your community as the world as these students are learning the skills in your programs and we're going to really touch upon very specific skills, very specific activities you can do with your students. All right, we're going to take our second poll and this is asking, what is your level of experience incorporating global learning?

We're going to pull in the poll and if could answer again in a similar fashion by clicking on the radio [inaudible 00:09:35] is ... Do you have a little bit of experience? Do you have some experience? Do you have a lot of experience? If you could just take a moment to vote, okay we'll go about five more seconds. Okay, if we can pull in the results of the poll, it looks like half of you have a little bit of experience and half of you have some experience.

I think this webinar would be very beneficial for everyone to gain a lot more experience, okay? All right, Tania is going to take over and talk about the first part of teaching 21st century skills for global learning.

Tania Lazar:

Okay, here is our ... We call this our map for today. We're going to talk about how global learning and teaching 21st century skills that runs itself really well together then we're going to talk about building global awareness and then finally we'll touch upon how we can engage families throughout the global learning theme.

All right, let's talk a little bit about 21st century skills. Most of us know that the four C's are very important. Creativity, collaboration, critical thinking and communication. What this promotes among our students is interaction. We know that learning with in group settings often help each member achieve more of the group. It also provides us opportunities to allow students to know that it's okay that it's all right not to come up with the right answer all the time.

It also provides a space for students to think and deliberate about certain things. It involves some ... Sometimes critical thinking, doesn't really involve snap judgments therefore, posing questions and allowing adequate time before soliciting responses help students understand that they are expected to deliberate and ponder. Finally, we want to make sure that these particular skills are transferable among other areas of that we're teaching them so they can apply these particular things to other situation that students might be a part of.

Here's our poll number three and what we would like you to do once we get poll number three up is how do you align your program with the school day? What you're going to do here once we have this poll up is we would like you to again select the radio button. Do you connect activities to standards? Do you ask for scope and sequences from your schools? Or do you base your activities off of homework mostly?

I'll give you about another five seconds. Okay, if we can pull those results up on to the screen. As you can see, a majority of you connects activities to standard which is fantastic. Some of you base activities off of homework which is always a good key indicator and a really important component is asking for the scope and sequence from your schools that you are working with. This is really a great tool to use.

That's fantastic that you are reaching out to your schools that you are working with there and making sure that you are deliberately aligning your program to not only the 21st century skills, but also the standards that you are working ... That your students are working with on a daily basis.

Also, when you are bringing in global learning into your program, we want to make sure that it has a specific focus. You shouldn't just have ... Just go with the flow. You want to make sure that you have a focus area in mind for students to explore. You should remember that no activity should be done just because so we came up with a fun acronym called circle when you're developing your global learning components.

You want to make sure that students can communicate ideas, investigate the world, recognize perspectives, create a solution that it provides opportunities for linking people together and then of course, affect change. Now, you don't have to focus on all of these six particular areas. You can focus on to start out one area and then build upon that.

Later on in our session, we're going to show a fantastic tool that we created that can help you build your global learning activities step-by-step by focusing on these particular areas. Here's a fun activity that you can bring right back into your program. I think that this one focuses on more of investigating the world or you can have ... You can get the kids to starting to investigate the world.

This is a particular handout. It's called city connections. You can use this for K-5, but I've seen it used in other areas too such as middle school and high school. They get really competitive with this particular activity. What you're going to do here is you're going to have your students start off with a particular city and this can be anywhere within the world.

Here I started with Harrisburg and then what they're going to do is using the last letter of the particular city that is indicated, you're going to then come up with another city that starts with that last letter of that particular city. For instance, Harrisburg ends with a g so I came up with Garfield, New Jersey and Garfield, New Jersey ends with a D so then I came up with Dubuque, Iowa.

Can you come up with another city? It can be either domestically or internationally that starts with the letter E and you can put this in your chat box area. All right, a couple of answers that you can come up with is you can do Eugene, another one is East Brunswick, New Jersey and you can go even internationally if you would like to.

Edinburgh is another one that you can come up with. There's a number of fun ways that you can get students really interested in map cities. Of course, I would suggest when you're doing city connections, you would have either a domestic map for you for your younger students and for your older students, your middle and high school students, you can use a world map and kids get really excited by doing this.

You can have ... I have here, you can use 45-second time limit or you can just have them come up with an amount so you can say come up with ... Whoever comes up with 50 different cities first wins this particular activity station. All right, what we would like you to think about is how you would extend this learning and make a global twist on this activity in your program?

If you like, you can type in your answers into the questions area and there's some ways that you can do this by extending this particular learning like I said before is you can bring this out to a more global level and having a global map in front of you. You can have the students then research the particular cities that you have written down before. They can do a travel challenge where they ... You can have them find out how much it would cost them to travel to those areas.

You can also then have them research what kind of customs they have also so there's a lot of ways you can extend the learning with just the connections in this particular activity. All right, we just finished teaching 21st century skills and we're going to now go to building global awareness and we're going to pass that over to Judy now.

Judy Ha:

Okay, we're going to talk about building global awareness and like I mentioned before, global awareness is really hoping to bring awareness about global issues as well as just global cultures. We're going to another slide, I mean, another poll and this time I called it a pop quiz. The question is how many different languages do you think are spoken in the world today?

Alright? Again if you could vote on how many different languages do you think are spoken in the world today? Okay, I'll give about five more seconds. Okay, if we can pull in the responses. Okay, it looks like it was a tie between B and C. Some people thought there are 40,000 languages, 40,500 languages in the world and some people thought 6,500 languages. I'm going to click on the next slide to reveal the answer.

The answer is C, 6,500. There's actually a ton of languages. I probably would have guessed 2,000, but there's actually 6,500 spoken languages in the world today and, but an interesting statistic is also that only about 2,000 of those languages, they have fewer than a thousand speakers. Even though there's so many languages, it's still ... Only a few people speak all those languages.

It gives you a sense of how many different people groups and cultures are on the world and you can just really think about how global learning is not learning about how to just speak and master all those different languages, but really recognizing that there is such diversity in the world and appreciating and understanding that fact.

All right, I also wanted to highlight this global awareness video and I think we shared this in the email that went out before the webinar. There was a link for this YouTube video. If you didn't get a chance to watch it, I highly recommend it. I also put the video on the screen there. I put a Bitly link so it's a little bit shorter.

If you want to write that down and check it out later, this is a great video. It's showing similarities between an Arabic speaker and a Spanish speaker and it highlights these two students as they're sharing just different words with each other. One student will say the Spanish word for blouse and then the Arabic speaker will say the Arabic word for blouse and they'll just see how similar each of those words are.

It just shows again how even with languages there are similarities, there's differences and that as these students were sharing with each other, they just were having such a great time learning about each others culture and seeing those similarities and you can really see it come to life in the video. I recommend watching this video with your staff or even with your students to help them really appreciate language as well as become really aware of just these global differences as well as similarities.

Okay, again when we think about global awareness, there's two pieces. One is the one that we're more really familiar with which is the global culture where we appreciate different holidays, we appreciate the different foods that different cultures have, the different values, the different traditions and I think we do especially in the younger grades try to incorporate some of these in our programming, right?

The second piece is thinking about global issues which is a little bit more challenging I think for the younger students, but you can definitely really bring awareness about these issues. It could be issues about war and peace, know different things that are happening currently in the world as well as even history in terms of different things that might have happened to different groups.

It's really important to bring awareness about that. Another piece is just thinking about the environment, right? Especially for those of you who might do STEM programs you might say, "Let's think about climate change. Let's think about what's beautifying our community." That has to do with the environment and we can also make those connections to things that are happening worldwide whether it's issues about greening in different countries or just lack of food in different countries.

That has to do with the environment. Another piece is education. That could be a local issue, but it can also be a global issue thinking about literacy in other countries or just access to school in other countries and that will really bring, help your students to really appreciate the education they're receiving in their communities or even in your programs.

Another global issue is thinking about human rights. That could just be ... Even thinking about child slavery that might be happening in other countries. Just helping students to be aware of these issues can really help them become passionate about just these different issues as well as help them really think about how they can have an impact even us children and also think about how they can have an impact as adults in the future.

All right, here are some tips for how do we go global every day. These are easy ways that you can just infuse global learning into your program just to bring that global awareness. Daily news headlines especially for older kids, why not have a moment in your program where you just have them ... Each student could share something that they learn from the news or just have the time where they could maybe read a newspaper article or just have them ... Maybe they have some at

the computers where they can look at an online newspaper so that students are becoming aware of what's happening in the world.

Even for adults, I know I have to make time for that. Why not try to infuse that into your program? Even for younger kids, thinking about weather on the world, that's a really simple way to help them become aware. Monthly holidays is also another ... a great time to really bring awareness about what's happening in the world, even today's Saint Patrick's Day right? How did that happen? Where did that ... What country did that start from?

You can really help students to just appreciate that. Another simple way is, bringing in languages. I think Tania had mentioned how in some of our programmings, she would just have pick a language for that week or that month and maybe you have the students learn to say hello in Spanish for that month or you could even do Chinese.

Just building in that appreciation of language helps them to be more aware. The last piece is definitely bringing in games and songs and art and we'll actually talk a little bit more about that later, but that's another way to help build that appreciation in simple ways, maybe during recreation time or even during snack time you could just allow students to experience that in your program.

Amy Moritz:

Just to stay within that area Judy, you're talking about the multilingual hello and good bye before, one of the teachers that I worked with many years ago she would pick a particular language every week and the students would say thank you and you're welcome when they would walk through the doors, you would have your door holder and the door holder would say you're welcome when all the other students when they were past through the door would say thank you.

It was a fun way by the time that the students finished the school year, they learned ... I think it was something 27 different languages. They learned how to say thank you and you're welcome. That was just a cool little way that she would do that and sometimes the students would come in and bring their own ideas in and say like, "Let's look up this particular language and see how that works out."

She also provided an opportunity for our students to use [inaudible 00:26:24] which I thought was really neat. All right, let's move on to the next area. Here we have world traveler and this is a really nice way for you to also really infuse just a more of a global level and activity every single day into your program. You can use this during a transition time or you can use this specifically during your global activity component or time that you would like to dedicate to it.

Here again, you can download this over in your handout area or we did provide it beforehand. What you would do here is you would put in a challenge and here we have find a route for crossing two different seas, but let's change that to oceans. We're going to change that to oceans right now. Your starting point would be Peru and the destination is Indonesia.

Now, of course you would provide your students with a map during this particular activity. I'm going to show you how you can do this right now. What you will do, you would start over at Peru and then to cross the two seas, I'm going to just go over to Bolivia first and then I'm going to go to Paraguay and then over to Brazil to cross the South Atlantic Ocean. Here the students would actually write these particular steps on the piece of paper that we provided you prior.

You're going to cross the Atlantic Ocean and you're going to go to South Africa and then from South Africa, you're going to cross the Indian Ocean and from there you're going to end up in Indonesia. All right? This allow students to really build your map ... Their map skills, also again, you can have them explore these different areas, see what time differences each area is in.

There's a lot of things that you can work in here to do math skills, social studies skills, language, art skills. This really can lend itself well to all subject matters. All right, and we're going to move on to the next slide now. Okay, we're just going to talk about a little bit more how we can build global lang into your program and there's a lot of ways that you can do this.

You can introduce this by having students research the different foods that different countries have and compare the similarities and differences from the ... For instance, the Chinese food that we have here in the states to the food that is actually eaten in China. You can look up some books and movies. There are a grand selection of multi cultural books that you can look up on one, particular one that I really like to look at is the different fairy tales from each particular country and how they're similar and different.

You can also look at movies and see how ... You can compare and contrast those. Art is a fantastic way of introducing global learning into your program including dance and music. Sport seems to be really popular also where you can introduce the different sports such as cricket or that is mostly played in either the UK or India. Another one is Hurling which is played in Ireland which is fantastic for today since it is Saint Patrick's Day.

Language study is also a good one to look up to and you can do a language study in your own community or you can do a language study across ... You can see what kind of languages are spoken across the country and again just like the video that Judy was talking about earlier, you can compare and contrast and see the similarities between languages too.

Of course, there is on travel. Of course, we do not have the budget to travel. You can do some other traveling. You can look at different things such as virtual travel and you can go to Louvre and having a grand tour of the Louvre. There's very different ... Many different museums that you can look forward to or you can have your students look at and just have them explore the different cultures through that particular virtual experience.

All right, how would you add a global twist to your particular programs? Here we have three particular areas that most programs have which is snack time, some

literacy time and some recreation. How could you add a global twist to this? You can add some of your suggestions in the chat box area and we would love to see your suggestions here.

All right, some suggestions that we have here is for snack times, you might want to investigate the origins of your favorite snack foods and figure out where they came from or where they originated from. In literacy, you might want to read and compare many versions of the Cinderella story. I've seen that throughout my travels throughout the country. I've seen some programs compare and contrast the Cinderella story from an African nation and then from France and another one from Russia.

That was a really interesting experience there. In recreation, you can play the sports and games from different countries and learn the rules and regulations from that. We were talking a little bit earlier about the circle and how you can communicate ideas, investigate the world, recognize perspectives and compare perspectives across this great globe of ours, create a solution, link people together and affect changes.

All these things you want to think about when you're building your global programs and here we provided you with a planning tool and you can ... It breaks it up into really nicely where you can ... You have steps that you can write out, where your particular program would be in either the cafeteria, the common area, who would be responsible for developing these particular activities and then what would be needed in the long and short terms so you can really plan your budget from that.

Again, you can download that particular handout from the handout area or from the email that you received earlier yesterday. Now, let's think about going from local to global especially those who of you who are brand new with this. Again, Rome wasn't built in a day and neither will of your global activities. Start out small, a couple of ways you can do this is you can start with a garden and you can have ... You can fill those with different plants from student's cultures.

You can conduct local language survey. You can communicate with global pen pals or sister programs and things that I've used in the past have been ePals and iEARN.org which are really great programs and they're both free. They connect you with programs from either in the country itself or around the world. I think over at iEARN right now, there's a really great program that's going on that connects countries such as Canada, Pakistan, Brazil and I think it's the UK, those four countries.

What students are doing are they're researching what hiphop means in their communities and they're all coming together afterwards in developing a music video from that. That's a pretty ... Just one way that you can communicate and do a PBL with your ... With those particular groups and then we were talking earlier about field trips. Again, virtual field trips are fantastic, but the 21st century grant of course, we cannot go on physical field trips, but why not go on virtual field trips.

Again, the Louvre has a great program. Other museums such as the New York Met has a great one too so you can open up your students to instead of just local level to more of a global level. Then of course, you can host a community tour where you open up, you have your students research the community that they're in and then have them present their findings to the local community in your school.

What we want you to think about as we're going through and throughout the rest of the day is how you can make one activity in your program go from local to global. We provided you some really great ideas in the slide beforehand and again, you can download the entire power point on the handouts too.

Again, just throughout the course of the day, you might have some really great ideas since there might be some things on the news tonight with the Saint Patrick's Day festivities that are going on, how you can make your programs to go from more of a local level to more of a global level. Again, we can start small with these things.

All right, we talked about how teaching 21st century skills blends well with global learning. We discussed how building global awareness can also build your program and now we're going to talk about engaging families. Okay, engaging families is an important piece of global learning because a lot of students, they're learning a lot about cultures from home as well.

We really want to make those connections between what's happening at home as well in your program. When we talk about celebrating families and including families, we want to help families to be included, involve them. We want to provide opportunities where they're learning about different cultural value and experiences as we bring in the families and we want to help students to also compare and contrast family traditions of people who are in the program.

Sometimes we think, "Okay, whether we have immigrant families or whether we have families that ... We might be more of a homogenous group." Either way there's still culture involved. Culture is not just about race. It's not just about if we all look alike, it's really ... It includes so many deeper levels. It could include religion, it include geography, a lot of family history.

Even though families might look alike, at home it might look very different. Each family is very different. It's really helping the students to see and appreciate culture that's happening at home and to also see that there are differences between different families and that's all part of that culture.

Okay, we have some practical ideas for how you can help celebrate families and really bring that awareness into your program for elementary level. These are four activities that you can do. The first one is called family star of the month and that's when you want ... It's a fun way to get to know your families. You pick a family for that month and for that month, you really help the families to share about, just different things about their family.

It could be family photographs, favorite traditions, just really highlighting one family of the month, right? If you know a lot of families, it might be family star of the week. Another one is called the community tree and you can see in the bottom corner an example of it where this one you can have each student take home a tracing of their hands and at home, they can work with their families to really write about a family tradition.

They could write about a favorite book, a favorite song. They could even have ... The families write about how they will support their youth in their programs. It's a really way to build that home school connection and as students bring those hands back, they make this community tree and really see again how they're connected and how they're different. It's just a great visual display to help especially younger students to understand that.

Another one is called holiday traditions and you can see there's a picture of celebrate with us, winter holidays and really helping students again celebrate family culture and tradition with their families. Again, that could be on a monthly basis. Especially, during the winter, there's a lot of holidays going on. Why not help the families to share about that. It might be fun to even have pot luck or just some kind of event where families can interact with each other and just really share about what they're celebrating.

The last one is audio books and this is where you can send home tape recorders or even just have the students take books home to read with their parents, especially if you are able to send home tape recorders, you can have the parents read together with the students and record their favorite story in their home language and then you could bring it ... Have the students bring it back so they can really hear different stories together.

It's again a way of building those home school connections and really helping students to be just able to really appreciate their home language or their home culture. Okay, here's are some ideas for the middle or high school level and you know it's harder to engage families at this level. We tried to be extra creative about these ideas. One is having college or career fairs and a lot of parents really care about their parent ... A student's education for their future so why not tap on that interest and have a college for a career fair.

You might even invite international programs to those fairs so really building that global awareness in that way and even having a career fair, having different careers from other countries as well presented so that you're really helping students to see beyond even just their local community, but seeing that there's jobs and colleges that are broad and can really help them develop skills for the future.

Another idea is to really we talk to the parents when there's teacher conferences. They're already coming to this conferences so why not piggyback off of that and have a pot luck? It could be a multi cultural pot luck or it could just be just the time for parents and teachers and students to connect during those convenient times when there's teacher conferences.

Another great way to really invite parents is through culminating events and parents love it. Families love it when their students are performing, their students are preventing, their students are the star of the show. Why not if you are doing some kind of project or demonstration, really invite the parents and allow that to be a really special event especially if those events have a global focus, that's really helping the families also appreciate different cultures as well.

The last two again are helping to build those program home connections. One example is having a family student teacher journal where maybe you have the students write about a topic for ten minutes, it could be about a global issues, it could be about a global culture and then they bring their writing home to their parents. Over the weekends, the parents can add to the journal, responding to their children's writing or writing something new.

Then they will bring it back to the program and the teacher, your program staff can respond to each of the journals and it's a great way to again help even the families become more aware of what the students are learning and also just building global awareness at home. The last one is using our technology, students as well as parents are really better able to communicate in that way. Why not involve them by sending home a newsletters about what they're learning in the program.

You could also send them texts if they're having an event. Lastly, if you have social media, that's a great way to again raise global awareness about what students are learning. These are different ways that we thought of in terms of really connecting and helping the students be excited about sharing what they're learning with their homes.

All right, the last question that we have for the chat box is what activities would you use to engage families in your program? We talked a lot about these global learning activities that we would use with our students and we just talked about some activities that we would use to include families. If you could share in the question box any ideas that you have in terms of what activity especially if it has a global focus that you could use to engage families in your program.

Give a few seconds to reflect on that question and hopefully got some ideas, I know for me in the past, some activities that I've used to engage families, definitely to have that kind of culminating event. I know one project that I did involved doing a community garden. We invited the families at the end of the summer program to come and visit that garden and see the work that the students had done and to also raise awareness about just environmental issues in the community and thinking about how eventually that's going to affect the world.

That was a great way to raise awareness about what the students were learning, but also help the parents to be aware of what's happening in their community and hopefully thinking about it on a global way as well. I encourage you guys to think about again how you can really strengthen that home program connection because that will really help your students to see that.

It's not just something that they learn in your program, but that's something that's important in their lives and in their community. All right, I'm going to turn it over to Tania and she's just going to talk a little bit about some extra resources you can use to develop programming for global learning.

Tania Lazar:

All right, we're going to highlight a couple of these web resources that we have on the resource page of your handout. One here the Asian Society and they offer free lesson plans specifically towards broadening global learning and one that I really like to highlight that is they came up with a global learning in out-of-school time.

Now, this is mostly for those of you who work with elementary and middle school areas, but still ... For those of you who work with high school programs, please check out the Asian Society website they have plethora of really great lesson plans that you can utilize for your program.

But for this particular area for the OST section, they worked with various afterschool alliances across the country to build this particular quick sheets and ideas to get started on building your global learning program in your afterschool program. Another really great resource that you want to check out is the Peace Corps Worldwide Schools Program and it brings a Peace Corps experience home to American classrooms and what it does is once you sign up for Worldwide Schools, it can ... You can be connected with a Peace Corps volunteer for two years.

The program provides free lesson plans and teaching materials. What's really nice about it is one of the requirements for Peace Corps members is to reach out to people back home to tell them about their experiences. Basically, what you would do is you would communicate with the Peace Corps member about once or twice a month.

It's a really great way of having your students expose to a different area of the world where Peace Corps members are surveying. If your Peace Corps member is local, I've read some articles where the Peace Corps member has actually visited afterschool programs and the schools that they were communicating with.

That's a really, again free and great way of again, exposing your students to career opportunities, but also to the world around them. I mentioned this earlier iEARN. iEARN is a global nonprofit and what they do is they work with schools around the world and there's more than a hundred active global projects that are going on in this particular portal right now.

It connects schools and afterschool programs together with other programs around the country. A couple that they're highlighting right now on the website is the Girl Rising Project and Medicine in My Backyard. Again, these are all free and one particular activity I did on iEARN many years ago and they still have it today is called the Teddy Bear Project.

What the teddy bear project does, it's like a flat Stanley thing, you get a teddy bear and each of your students take pictures of the teddy bear in their own communities. You collect those pictures and you create an album from that and then you send the teddy bear with all of the pictures over to your sister program that you're connected with and they then send their own teddy bear that they have taken pictures of it in their own community back.

My particular program did it with a school over in [Islamic 00:49:32] region and the kids absolutely had a fall about that. At the time this is about ten years ago we were working with that particular program. Again, iEARN is a fantastic program resource to look up.

Again, we would like you to stay connected with us. If you have any questions regarding any of the content or handouts today at today's webinar, you can email myself at tlazar@foundationsinc.org or Judy at judyha@foundationsinc.org. Please visit our website. You can also follow us and all the great things that we're doing on our Facebook page and Twitter page.

We want to thank you again. I hope that you have gotten a lot of resources and ideas that you can bring back to your program. Again, if you have any questions, please do not hesitate to reach out to us. Thank you for your time. Have a great day.

Amy Moritz:

Okay, that concludes our session for today. I just want to thank Judy and Tania for a great session. I thought there were just a lot of really wonderful resources that you provided and a lot of ideas. We're really grateful for that. We hope that everyone enjoyed the presentation. Again, if you could just take a moment afterwards and complete the survey, we really do read everyone of those and we take a close look at your comments in particular.

If you could do that and then again if you wanted to save the handouts as resources, you can download them here. You can check the email that would have come in your inbox yesterday and again, they will be posted on the 21C site with the archived webinar. It usually takes about a day or two until everything is posted. Thanks again to Judy and Tania and we hope everybody has a great day.