



### NEW YORK STATE'S GLOBAL LEARNING GUIDE:

### EXPLORING THE WORLD AFTER SCHOOL





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### Welcome

### to New York State's Global Learning Guide: Exploring the World After School

We're glad you've joined us on our journey to explore and learn about the world!

This curriculum was developed to help afterschool educators address the growing opportunities and challenges that face our world, our communities, and our young people in today's global 21<sup>st</sup> century.

In 2009, Asia Society's Partnership for Global Learning released Expanding Horizons, a guidebook that makes the case for integrating global learning in outof-school time programs and provides a range of promising practices and project ideas. Following on the success of this guidebook, Asia Society partnered with Statewide Afterschool Networks from Connecticut, Georgia, New Hampshire, New York, Ohio and Washington State to create a suite of professional development trainings and resources for afterschool networks and providers. New York, through the New York State Afterschool Network (NYSAN), sponsored a training of collaborative organizations within New York on global learning. As afterschool programs enthusiastically embraced the goal of helping youth become globally competent, they asked for a curriculum that could support their implementation of global learning.

A workgroup was formed June 2010 by the New York State Center for School Safety, including representation from NYSAN and generationOn (formerly Children for Children). GenerationOn's expertise supported the development of the curriculum guide with detailed activities, and NYSAN's connections to the field and content based knowledge assisted with articulating themes, editing and field testing the document. Asia Society advised the workgroup through the development process. In particular, I would like to thank the following people for their dedication of time and commitment to the principles of the project, and for maintaining the stamina to continue working together on this project through April 2011:

- Alexis Menten, Associate Director, Education: Asia Society
- Julie Moriarty, Director of Curriculum; Shammara Wright, Senior Manager, After School Programs and Carline Bennett, Vice President, Education: generationOn
- Jennifer Siaca, Project Manager: NYSAN
- Felicia Watson, Director of After School Programs; Sherry Runk, Senior Trainer and Nicholas Forte, Trainer: New York State Center for School Safety

We hope this activity-based guide will help you in making that journey around the world with your after school program. Your colleagues at the following New York State program sites pilot tested the draft document and provided comments that guided document revisions:

- Sports and Arts in Schools Foundation, NYC
- Henry Street Settlement, NYC
- NYC Department of Education: Queens
- Business Training Institute, Inc.: Utica
- Child and Adolescent Treatment Center: Buffalo
- New York Junior Tennis League: NYC
- Otsego Northern Catskill BOCES: Delaware County
- Jamestown City School District: Jamestown
- Plattsburgh City School District: Plattsburgh

Thank you to a great team working together to make this happen and to all the sites who took the time to implement activities and provide thoughtful feedback to help ensure this will be a product most useful to your work.

### GET READY TO START THE JOURNEY!

My Best Wishes to You,

Mary Grenz Jalloh Executive Director, New York State Center for School Safety

# **Table of Contents**

Welcome Letter

### **SECTION I:**

### An Overview of Global Learning in After School

1. Global Learning in After School	6
2. Getting Ready to Go Global	9
3. What is Service-Learning?	4

### **SECTION II:** Global Learning Themes and Activity Plans

1. Hunger and Food Around the Globe: How Healthy Are We	18
2. Investing in Others: How Does it Impact the World?	40
3. A Diverse Community: Who's My Neighbor?	63
4. Global Education: Why Learn?	86
5. Sustaining Our World: What Does it Mean? 1	09

### **SECTION III:** Creating Your Own Global Learning Project

1. Elements of Global Learning Projects	132
2. Global Learning Project Planning Form	133
3. Debriefing Global Learning Projects	134
4. Steps to Service-Learning	136
5. IGNITE Method for Service-Learning Projects	139

### **SECTION IV:**

### **SECTION V:**

About the Authors		
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# An Overview of Global Learning in After School

## SECTION I: Global Learning in After School

### What are global learning and global competence?

Global learning is a means for youth to build global competence. The following article describes what global competence is and why it is critical to youth success.

### Global Competence: The Knowledge and Skills Youth Need for Success in an Interconnected World

Asia Society Partnership for Global Learning (http://asiasociety.org/node/9179)

In matters of national security, environmental sustainability, and economic development, what we do as a nation and in our everyday lives is inextricably intertwined with what governments, businesses, and individuals do beyond our borders.

This new reality helps us more clearly define the role that education must play in preparing all students for success in an interconnected world. Congress and the Obama Administration are investing unprecedented resources in American education, betting that our outmoded, factory-age system can be fundamentally transformed to prepare students for the rigors of a global economy. They have challenged states and school districts to set clearer, higher standards and assess student progress in more creative ways, prepare more productive teachers, and provide effective intervention in failing schools.

These are necessary strategies for change, but insufficient to create the citizens, workers and leaders our nation needs in the 21<sup>st</sup> century. Missing in this formula for a world-class education is an urgent call for schools to produce students that actually know something about the world--its cultures, languages and how its economic, environmental and social systems work.

The concept of global competence articulates the knowledge and skills students need in the 21<sup>st</sup> century. Globally competent students must have the knowledge and skills to:

**INVESTIGATE THE WORLD.** Global competence starts by being aware, curious, and interested in learning about the world and how it works. Globally competent students ask and explore critical questions and "researchable" problems—problems for which there may not be one right answer, but can be systematically engaged intellectually and emotionally. Their questions are globally significant, questions that address important phenomena and events that are relevant world wide—in their own community and in communities across the globe.

Globally competent students can articulate the significance of their questions and know how to respond to these queries by identifying, collecting, and analyzing credible information from a variety of local, national and international sources, including those in multiple languages. They can connect the local to the global by explaining how a local issue like their school recycling program exemplifies a global process far beyond their backyards.

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From analysis to synthesis to evaluation, they can weigh and integrate evidence to create a coherent response that considers multiple perspectives and draws defensible conclusions—be it an essay, a problem or design solution, a scientific explanation or a work of art.

**WEIGH PERSPECTIVES.** Globally competent students recognize that they have a particular perspective and that others may or may not share it. They are able to articulate and explain the perspectives of other people, groups, or schools of thought and identify influences on these perspectives, including how differential access to knowledge, technology and resources can affect people's views. Their understanding of others' perspectives is deeply informed by historical knowledge about other cultures as well as contemporary events. They can compare and contrast their perspective with others, and integrate their own and others' viewpoints to construct a new one, when needed.

**COMMUNICATE IDEAS.** Globally competent students understand that audiences differ on the basis of culture, geography, faith, ideology, wealth and other factors and that they may perceive different meanings from the same information. They can effectively communicate, verbally and non-verbally, with diverse audiences. Because it is increasingly the world's common language for commerce and communication, globally competent students in the US and elsewhere are proficient in English as well as in at least one other world language.

Communicating ideas occurs in a variety of culturally diverse settings, and especially within collaborative teams. Globally competent students are able to situate themselves in a variety of cultural contexts, organize and participate in diverse groups and work effectively toward a common goal.

Globally competent students have media and artistic savvy; they know how to choose and effectively use appropriate technology and media to communicate with diverse audiences, including through respectful online social networking. In short, they are technology and media literate within a global communications environment. **TAKE ACTION.** What skills and knowledge will it take to go from learning about the world to making a difference in the world? First, it takes seeing oneself as capable of making a difference. Globally competent students see themselves as players, not bystanders. They're keenly able to recognize opportunities from targeted human rights advocacy to creating the next out-of-the-box, must-have business product we didn't know we needed. Alone or with others, ethically and creatively, globally competent students can envision and weigh options for action based on evidence and insight; they can assess their potential impact, taking into account varied perspectives and potential consequences for others; and they show courage to act and reflect on their actions.

### APPLY DISCIPLINARY AND INTERDISCIPLINARY EXPERTISE.

Is global competence all skills and no knowledge? Hardly. As true now as at any other time, learning content matters. Global competence requires that the capacities described above be applied within academic disciplines and contextualized within each discipline's methods of inquiry and production of knowledge. Globally competent students learn to think like historians, scientists and artists by using the tools and methods of inquiry of the disciplines.

Global competence also requires the ability to understand prevailing world conditions, issues and trends through an interdisciplinary lens to understand the interconnectedness of the issue and its broad themes as well as subtle nuances. A competitive advantage will go to those students in San Francisco or São Paulo who know what's going on in the world, can comprehend the interconnectedness of environmental, financial, social and other systems and understand how the relative balance of power between societies and cultures has significant short-and longterm consequences. Educating students for global competence requires substantive, developmentally appropriate engagement over time with the world's complexities.

### Learning about and with the world occurs within and outside of school, and it is the work of a lifetime. Globally competent students are lifelong learners. They are able to adapt and contribute knowledge and understanding to a world that is constantly, rapidly evolving.

Global competence is a crucial shift in our understanding of the purpose of education in a changing world. Students everywhere deserve the opportunity to succeed in the global economy and contribute as global citizens. We must fashion a more creative and visionary educational response to the interconnected world of the 21<sup>st</sup> century, starting now.

# Getting Ready to Go Global

The following excerpt is taken from the guidebook Expanding Horizons: Building Global Literacy in Afterschool Programs (published by Asia Society in 2009. The Expanding Horizons guidebook makes the case for the importance of global learning and provides a range of ideas, examples, and resources for out-of-school time programs.

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 21<sup>st</sup> 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.

### 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 21<sup>st</sup> century skills and global literacy you want young people to achieve. The ideas contained in the rest of this guide will help.

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 youth 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 21<sup>st</sup> 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.

### **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.<sup>2</sup> 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.

<sup>1.</sup> John Engler and James B. Hunt Jr., "Preparing Our Students for Work and Citizenship in the Global Age," Phi Delta Kappan 86(3), 2004: 195–197 Copyright © 2010. Asia Society

- **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.

### Take Advantage of the Afterschool Environment

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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.

### **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.

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### Consider the Role of Afterschool Staff in Facilitating Global Learning

- Maintain a safe space for global learning by ensuring that youth and staff hold each other accountable for following a set of group guidelines (sometimes called group promises or group norms).
- Model the kind of communication and behavior you want to see young people using.
- Use instructional strategies that draw upon the diverse cultural assets among participants, families, and communities. Games, art, music, discussions, and peer interviews can help you 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.
- Introduce young people to new countries and cultures, including those represented in their communities and beyond.
- Present balanced viewpoints on global issues, and assist young people in viewing issues from multiple perspectives.
- Help young people make connections between personal, local, and global contexts. Young people can relate to the urgency of world issues when they understand how people in their communities, or their peers elsewhere, are affected.
- Use various forms of media, arts, and technology to design and implement activities to maximize youth engagement.
- Empower youth to collaborate effectively with individuals from different backgrounds and/or with different beliefs, and to take action on global issues. Model these kinds of interactions in your own relationships with youth and colleagues.
- Value the process: Focus on getting young people to participate in discussions and activities without being overly worried about arriving at the "right" answer to an issue or question.
- Give young people space to reflect on their own learning experiences. Even those
  who are less vocal during activities are absorbing information. Give them a chance
  to process their learning and reflect their feelings individually by doing reflection
  writing or journaling on a regular basis.

Keep in mind (and remind participants) that no one is an expert, but that everyone knows something. Everyone has something to contribute to discussions, and having a wide range of opinions and thoughts is an asset.

# What is Service-Learning?

Service-learning is a teaching and learning strategy that integrates traditional academic curricula and meaningful, hands-on community service<sup>1</sup>. Service-learning is distinct from traditional conceptions of volunteerism and community service in that it is directly linked to curricular objectives, bringing the real world into the classroom and the classroom into the real world.

WHAT DOES SERVICE-LEARNING LOOK LIKE? Service-learning may take place over days, weeks or months and can take shape in a variety of forms: kindergarteners who read a story about sharing might start a toy drive for homeless shelters that take in families; middle school students who are learning about the life cycle of plants in a science class can grow and study flowers and then donate them to a local nursing home; high school students who are learning about voting rights in a U.S. history class can put their lessons into action by starting a campaign to encourage their neighbors to register to vote. All three of these lessons have a distinct place in the classroom or community, but they also take what is learned a step further by incorporating a hands-on activity with a service project.

### ENHANCING STUDENT ACHIEVEMENT AND PERSONAL GAINS:

Service-learning is not an "add-on" or an extra component of instruction. Rather, servicelearning reinforces core concepts and enhances mastery as students put their learning into action. Service learning is an all-inclusive strategy that can accommodate and incorporate any academic subject and every grade level while meeting learning goals and content standards<sup>2</sup>. Any child of any age, from kindergarten through college, can make a difference, and any child, regardless of academic ability or learning style, can experience success in school through service-learning. For some children the positive outcomes that they experience through service-learning may be the first major successes that they experience in school. Service-learning offers students a pathway to achievement both in the classroom and in their community.

WHAT IS THE VALUE OF SERVICE-LEARNING? Service-learning has been shown to have wide-reaching benefits for students who take part in it. It is a process that enhances the lessons that students learn in the classroom while showing them that those lessons have a time and place to be used in the real world with actual, rather than potential, results. Students transform lessons from the classroom into projects that are interesting, personally relevant, and make youth a force of change. Thus, students who participate in service-learning activities don't just hear from their teachers why they should learn particular concepts; instead, they employ those concepts and see them make a difference for others.

<sup>1.</sup> Learn and Serve America's National Service-Learning Clearinghouse, 2008.

<sup>2.</sup> National Youth Leadership Council. K-12 *Service-Learning Standards for Quality Practice.* St. Paul, MN: NYLC, 2008. www.nylc.org/objects/publications/StandardsDoc.pdf

When asked, kids are often more than willing to roll up their sleeves and get involved in their community. According to the America's Promise Alliance, 94 percent of young people want to help make the world a better place<sup>3</sup>. Service-learning captures this enthusiasm, puts it into action in the real world, and pushes students to apply academic, social, and personal skills to improve their communities<sup>4</sup>. Children who participate in service-learning demonstrate improved communication, critical-thinking, and problemsolving skills both in and out of the classroom; they expand their world view, learn to empathize with others and demonstrate improved self-esteem. In the long run, students who participate in service-learning also demonstrate a positive attitude toward school, find value in classroom lessons as they discover real applications for them outside of school and are more likely to persist to graduation.

Service-learning is also closely linked to the core principles of social emotional learning, (SEL)—the acquisition of "knowledge, attitudes and skills to recognize and manage emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions and handle challenging situations constructively"—which provides the foundation for academic achievement, healthy development and civic engagement<sup>5</sup>. A review of 31 studies found that the integration of SEL programming increased student test scores by an average of 11 percentile points compared to students not receiving the same intervention<sup>6</sup>. As the United States seeks to remain competitive in an increasingly knowledge-based international community, the payoff for investing in programs underscored by social and emotional development values is both substantial and tangible. t the same time, students expand their world view, learn to empathize with others, and demonstrate improved self-esteem.

**STUDENT ENGAGEMENT AND PREVENTING DROPOUT:** One of the most urgent crises facing our educational system today is the alarming rate at which students disengage and drop out of our school systems. In many cases, students are unable to make the link between the classroom and their own lives.

Student engagement is a pressing concern at all ages, but it is especially significant in the older grades as students continue to drop out of our schools. In a society where higher education is increasingly one of the key factors that determine socioeconomic status, employability and the ability to participate in an increasingly competitive global economy, a high school diploma is one of the essential tools for success in today's world. A deficit in student engagement is one of the major roadblocks to ensuring the future success of today's youth.

3. Every Child, Every Promise: Turning Failure Into Action, America's Promise-The Alliance for Youth, n.d.

<sup>4.</sup> Cathryn Berger Kay, The Complete Guide to Service Learning. Minneapolis: Free Spirit Publishing, 2004.

<sup>5.</sup> Zins et al., 2004

<sup>6.</sup> CASEL, 2003

A number of studies have indicated that service-learning is a promising tool for increasing student engagement and overcoming the dropout crisis. A study on preventing youth disengagement by the Schulyer Center for Analysis and Advocacy, for example, recommends that the New York State government continue investments in and increase the promotion of service learning, noting that "service learning can help steer [youth] away from negative behaviors and into more positive outlets for their energy and interests<sup>7</sup>. It can also help connect and re-connect them to school and community." In a recent survey of high-school dropouts, an overwhelming number of survey participants indicated that they would have been more likely to stay in school had they been exposed to activities that would have made a more explicit connections between school and the real world; 81% of those surveyed recommended that schools could improve by using strategies like service-learning to reinforce real-world connections<sup>8</sup>. Engaging students through service-learning at all ages is an important step that educators can take in curbing the tide of the dropout crisis.

**WHAT EDUCATORS SAY:** Stacy Winitt, a charter school principal in New York City, acknowledges that while some students are automatically more civic-minded than others and therefore more overtly enthusiastic about getting involved in service, there are very few students overall who are resistant to participating in service projects particularly when they see their peers engaging in and getting excited about the tasks at hand. On an intellectual level, she says, students learn that their actions can have an immediate impact on the world around them, and their awareness of their place in it subsequently is raised. She observes that her students particularly demonstrate a higher level of engagement "when they can have a say in what their project looks like."

**WHAT KIDS SAY:** "One thing I learned from this project is that you can never stop learning things and never stop giving." *Justice, P.S. 149K, New York* 

"I learned even teaching a small part of your community about important issues and what they can do help, makes a difference." *Talissa, P.S. 58K, Brooklyn, New York* 

"Doing something nice for someone else made me feel that a kid like me can make a difference." *Ashley, P.S. 145K, Brooklyn, New York* 

"Even though you are just a normal kid, you can do something extraordinary. I like that I can help someone else with what I know how to do." *Michael, 4th grader PS 29Q, Queens, New York* 

"I helped my community by volunteering to help students who don't know English. Doing something nice for some else made me feel real happy. I didn't know that you don't need to be rich to help and make a difference in the community." *Abou, 4th grader PS 29Q, Queens, New York* 

<sup>7.</sup> Schuyler Center for Analysis and Advocacy, Disconnected Youth: An Answer to Preventing Disengagement

<sup>8. &</sup>quot;Engaged for Success: Service-Learning as a Tool for High School Dropout Prevention." Civic Enterprises, Accessed through the America's Promise Alliance website.

# Global Learning Themes and Activity Plans

This section provides background information and activity plans related to five themes of global education. These themes were chosen because of their relevance to the everyday lives of children around the world. In building success for young people in the 21<sup>st</sup> century, we want them to gain skills and knowledge so they can take action to address issues of hunger, education, economics, diversity, and sustainable environmental practices. We don't expect youth to solve these problems in the provided project-based activities, but we want to give them guided practice in making a difference in ways that build their efficacy as participatory global citizens.

Each of the themes is introduced by a background section. The background information provides the educator with facts, quotes, and data to support instruction. Although not written for youth, some of it may be shared within the activity. For example, charts may be used by older youth as a basis for investigation of an issue.

Following the background information are activities provided for different grade levels to engage youth in discussion and action related to the theme. Each set of grade-level activities includes a motivating activity, instruction on the issue, ideas for taking action in a group project with the understanding that youth voice will guide the details of the activity, and reflection on the theme. Theme

How Healthy Are We?

### Hunger and Food around the Globe

BACKGROUND

### The Importance of Understanding Hunger

As George Eliot once said, "no man can be wise on an empty stomach." Hunger is one of the key issues that any successful global learning plan should aim to address. Without their basic needs met, people are far less likely to improve in other essential areas such as education and economy. By teaching youth the importance of hunger and international famine, you can provide them with the foundation they need to expand upon their global learning initiatives. Providing youth with interesting facts and an up-close look at the state of international hunger will help to engage them in taking action and bolster their understanding of the issue.

### A CLOSER LOOK Some Startling Facts About Hunger Across the Globe

- "852 million people worldwide suffer from hunger, a number greater than the populations of the U.S., Canada and the European Union combined." (www.dosomething.org)
- "Malnutrition affects a child's intellectual development. Malnourished children often score significantly lower on math and language achievement tests than do well-nourished children." (www.dosomething.org)
- "More than 16,000 children die each day from hunger-related conditions. Almost all of these deaths occur in developing countries. Africa and Asia suffer from the highest rates of hunger and malnutrition." (www.dosomething.org)
- "Currently, kids are consuming 25% of their daily calories between meals, compared with 18% in 1977. That means kids are eating about a meal's worth of calories from snacks." (USA Today http://www.usatoday.com/news/health/2001-04-30kids-snack.htm)

A report released by the United States Department of Agriculture (USDA) states that 36.2 million Americans, including 12.4 million children, are food insecure, or didn't have the money or assistance to get enough food to maintain active, healthy lives. Almost a third of those, 11.9 million adults and children, went hungry at some point. That's 691,000 children who went hungry in 2007, up from 430,000 in 2006. The highest rates of food insecurity are in families headed by single mothers (30.2%), black households (22.2%), Hispanic households (20.1%), and households with incomes below the official poverty line (37.7%). States with families reporting the highest prevalence of food insecurity during 2005-2007 were Mississippi (18.4%), New Mexico (15%), Texas (14.8%) and Arkansas (14.4%). (www.dosomething.org)

### A COMPARATIVE LOOK

Hunger is a worldwide problem, and youth should realize how widespread hunger is within the United States. Many youth do not feel that hunger is a problem within their own borders, do not understand the prevalence of hunger internationally, or both. On the following page is a graph with a random sampling of nations from continents around the globe. Youth are encouraged to compare these numbers and see how they match up with their initial expectations.

Prevalence of Undernourishment in Population	Number of Undernourished Persons	Total Population	Dietary Energy Supply	Life Expectancy			
BOLIVIA							
27%	2.5 million	9.4 million	2090 kcal per person	66.5 years			
CENTRAL AFRICAN REPUBLIC							
40%	1.7 million	4.2 million	1960 kcal per person	44.22 years			
	DOMINICAN REPUBLIC						
24%	2.3 million	9.7 million	2260 kcal per person	73.4 years			
GHANA							
5%	1.2 million	22.4 million	2850 kcal per person	59.5 years			
	JORDA	N		_			
Less than 5%	Less than 1 million	5.8 million	2980 kcal per person	78.7 years			
	KENY	A		_			
31%	11.2 million	36.8 million	2060 kcal per person	56.6 years			
MEXICO							
Less than 5%	Less than 1 million	106.4 million	3250 kcal per person	75.8 years			
	RWAN	DA		_			
34%	3.1 million	9.2 million	2050 kcal per person	49.8 years			
	SOUTH K	OREA		_			
Less than 5%	Less than 1 million	47.8 million	3070 kcal per person	78.6 years			
	SUDA	N		_			
22%	8.8 million	39.6 million	2270 kcal per person	50.3 years			
	TAJIKIS	TAN					
30%	2	6.6 million	2130 kcal per person	65 years			
UGANDA							
21%	6.1 million	29.7 million	2250 kcal per person	52.3 years			

### Undernourishment and Life Expectancy around the Globe

Figures provided by the Food and Agriculture Organization of the United States: http://www.fao.org/hunger/en/ (2005-2007 hunger statistics; accessed November 16, 2010) Nation Master.com http://www.nationmaster.com/graph/hea\_lif\_exp\_at\_bir\_tot\_pop-life-expectancy-birth-total-population (2008 life expectancy statistics; accessed November 16, 2010)

### A CLOSER LOOK Thinking for Health (Educator background and resources)

Food-related health issues involve nutrition, undernourishment, food security, fitness and exercise, and nutrition-related diseases. Some of these issues are based on personal choices, but many are determined by opportunities and availability of resources. The health of people across the world affects and determines political and economic decision-making.

Although the majority of hungry people live in developing countries, hunger is also an issue in developed countries. (Food and Agriculture Organization http://www.fao.org/hunger/faqs-on-hunger/en/)

- Below is a list of the number of hungry people spanning different regions of the world:
- Sub-Saharan Africa: 239 million
- Asia and the Pacific: 578 million
- Latin America and the Caribbean: 53 million
- Near East and North Africa: 37 million
- Developed Countries: 19 million

### **THEME 1:** Hunger and Food Around the Globe

### KEY PROGRAM RESOURCES AND TOPICS: Hunger

#### **Feeding America**

Scroll over the different states to see their hunger statistics and compare. http://feedingamerica.org/hunger-in-america/hunger-studies/map-the-meal-gap.aspx

#### FreeRice.com

Practice basic skills while earning rice for hungry people worldwide. **www.freerice.com** 

Heifer International A nonprofit that provides livestock and training to families in need. http://www.heifer.org/

### Time Magazine, "What the World Eats"

(Time Magazine photo essay)

Visual look at what people of different nations and cultures eat on a daily basis. http://www.time.com/time/photogallery/0,29307,1626519,00.html

### **World Health Organization Hunger Factsheet**

Uplifting and concerning facts about the current state of international hunger. http://www.who.int/mediacentre/factsheets/fs290/en/index.html

### **USDA "Food Pyramid"**

A visual diagram of our nation's current dietary suggestions. http://www.mypyramid.gov/downloads/MiniPoster.pdf

### USDA "A Close Look at My Pyramid."

In-depth analysis of how the food pyramid can be used for your own dietary purposes. http://teamnutrition.usda.gov/resources/mpk\_close.pdf



### Topic/Tilles

One Billion Hungry People

### Durations

Five 30–45 minute activity sessions

### **Materials**

- Self-stick notes (one for each child).
- Crayons or colored markers.
- A read-aloud copy of *Uncle Willie and the Soup Kitchen* by DyAnne DiSalvo-Ryan.
- Construction paper in a variety of colors.
- Blocks or tiles manipulatives.

### VOCABULARY

**Food insecurity:** not being sure of whether one will have enough food or the right food to feel full, grow, and be healthy.

**Starving:** not having enough food to grow or be healthy.

**Hunger:** an uneasy or unpleasant feeling caused by an empty stomach.

**Food distribution:** a method of distributing or transporting food or drink from one place to another – an important part of public nutrition.

**Malnutrition:** a state of poor nutrition caused by either insufficient food supply or by excessive or unbalanced diet.

### **Unit Summary:**

Children will learn about the number of starving people in the world and how food is distributed, discuss the difference between being "hungry" and "starving," determine how they will help alleviate hunger and starvation locally or globally, and reflect on these service opportunities.

### The Learner Will:

- Understand the differences regarding "hunger", "starvation" and "food insecurity."
- Make the connection between access to adequate healthy food and a person's well-being.
- Plan and take action to address the issue of insufficient food on a local or global basis.
- Reflect on their service action.

### **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** Ask the children about their favorite foods. Have a brief discussion about delicious foods that the children like to eat. Give each child a self-stick note and have them draw a picture of that food. When they have completed their drawings, ask a few children to name the food they illustrated and to stick it to a spot on the wall. Ask if anyone else chose the same food (if so, add their illustration to the same spot on the wall). Ask children to stand near their illustration. Continue calling on children until everyone has had an opportunity to post their food illustration and is standing in a group. Ask the children what they notice about the groups by asking:

- Which group has the most children? Why do you think that is so?
- Which groups do you think represent foods that are the healthiest for our bodies? Why?
- If you didn't have the one food you illustrated for a whole week, do you think you would starve? Why or why not?
- Is your favorite food healthy?

Define hunger, starvation, and food insecurity. Ask youth to describe the feeling of being hungry between meals. Ask them what activities are difficult to do when they are hungry (schoolwork, thinking, cooperating).

**ACTIVITY TWO:** Ask the children to name their favorite place to eat. Ask them to think about how they are able to get food there. Lead the discussion to the idea that someone pays for that food. Tell the children you are going to read about a special place where people can go to eat if they don't have enough money to buy food and stay healthy. Read the book *Uncle Willie and the Soup Kitchen* aloud; as you read, talk about the details, ask children to predict what will happen next and check for understanding.

After reading, discuss the following questions:

- How does the boy in the story feel about the soup kitchen?
- How can you tell?
- Why are soup kitchens so important? How do they help the community?
- Where do you think the food comes from to feed the guests at the soup kitchen?
- Do you think soup is the only food served there?
- What do you think we could do to help if this soup kitchen was in our town?

**ACTIVITY THREE:** Tell children they are going to look at one example of how much someone might eat in a week. Group the children into six groups.

First, ask the children what food they need to grow and be healthy. Next ask them to predict how many meals are eaten in a week if someone eats three meals a day.

Tell the children you are giving them some blocks to help them figure out the exact amount. Give each group a handful of blocks (more than 21 blocks per group). Tell them that each block represents one meal (breakfast, lunch or dinner).

Say, "Use the blocks to figure out how many meals there are in a week if someone eats three meals a day." (If they can't figure it out on their own, instruct them to place three blocks for each day of the week, one for each meal, and then count the total for the week.)

Allow time for the groups to count and share their totals (the total should be 21).

### **CROSS-CURRICULAR ACTIVITIES**

**Art:** Youth may create drawings or paintings representing hunger—how it feels, what it looks like. Or they may represent a positive image of people sharing food and gathering for a meal.

Writing: Brainstorm words related to hunger and food insecurity. These words may represent feelings, actions, hopes, and solutions. After brainstorming words, work together to write a poem about people who are hungry in the world.

**Science:** Plan a field trip to a local sustainable farm or urban garden. Ask the farmer to talk to youth about natural processes that keep the soil healthy and why that is good for the food and the earth.



When youth offer their opinions and suggestions to the service projects, they are using their voice—an instrumental part of service learning. Follow the youth's interests and ideas, and encourage them to take action to share food with people who do not have enough or to let other people know about the issue. Ask, *"How do you think* you can work with others to take action about this issue?" Collect all the blocks and tell the children that you are going to distribute the "meals" again. Give each group a different number of meals: one groups should have 4 blocks, another 7, 10, 14, 21 and the last group should have 28 blocks. Tell the groups to distribute their "meals" as evenly as possible onto the days of the week. (Allow the children to problem-solve about the best distribution of meals if they are not evenly divided.)

After a few minutes, ask the class if there is a problem. Ask them to define the problem. The children will probably react with concern about not having enough. Some may feel concern that another group didn't get enough when they had too much. Discuss their reactions using the questions below:

- How did you feel about some groups not having enough to fill the days of the week with "meals"?
- How do you feel about some groups having too much?
- Did everyone who got food get the same amount of food?
- Is there any way to make this more fair? (Children with more meals may share with others.)

Tell the children that like in this game, in the real world some people get more than they need, while others get enough and others do not get what they need.

Ask, "If this were not just a game but really represented the meals someone would get to eat in the next week, how would their bodies feel and work? Why?"

Sit in a circle on the floor and explain that there are nearly seven billion people on the earth right now, and one billion of them are hungry.

Hunger is all over the world, including local communities. Ask the children how they think they can help decrease hunger.

Allow the children a chance to respond to the unfairness of the meal distribution simulation by asking if they can think of any way that the game could end fairly and happily for all the groups. Is there anything they can do to help the last group that needs more meals? Ask them how they feel about the hunger and how they feel about doing something to make the situation better. Lead them to recognize that they have the time, talent, or treasure to make a small difference.

### Take Action: Service Ideas for Youth

- Remind children what they learned about food insecurity. Tell the children you are going to read aloud a short story about people who experienced food insecurity but learned to work together to help the whole community. Read aloud the story on the handout below *The Story of Stone Soup*. Discuss the questions at the end of the attachment. Discuss the idea that "working together creates a greater good." Ask the children if they believe they have talents and treasures to contribute that can make a difference for hungry people in the world. Generate excitement about helping and contributing to a greater good.
- 2. Children may work in a soup kitchen or hold a food drive to collect foods for a local charity or hold a fundraiser to collect money to donate to a world food organization. Due to the ages of the youth present, these activities will clearly not be possible without you or a caring adult's assistance. Discuss ways that the children can get their parents and facilitators involved in charities and fundraisers, and how they can work with other adults to provide for their communities. Plant the seed for future philanthropy by developing these ideas early on.
- 3. Ask: "How do you feel about helping someone who is hungry?" Go around the circle and ask each student to share one idea for helping hungry people. Use the following sentence: "I can \_\_\_\_\_\_\_ to help hungry people."

Follow the youth's interests and ideas, and encourage them to take action to share food with people who do not have enough. Ask, "How do you think you can work with others to take action about this issue?"

#### REFLECTION

Facilitate reflection after the service project. Have youth draw a picture of themselves showing how they participated in the service project. Ask them to draw either a happy, sad, or straight face with their illustrations. Ask for volunteers to share their illustration and why they chose to put the "face" they did indicating how they felt. Post the illustrations in the meeting room.

#### EXTENSION

Share with children information about nonprofit organizations that work toward alleviating hunger around the world. Show their websites and identify the mission of each. Search their websites for ideas of actions people can take to support their mission. If Internet is not available, the educator may printout the "about us" page from a couple organizations and share those with the children. Discuss why a nonprofit chooses to work on an issue if it does not produce a profit.

# The Story of Stone Soup

Once upon a time, there was a great famine (which means there wasn't enough food to go around). The people in one small village didn't have enough to eat, and definitely not enough to store away for the winter. People were afraid their families would go hungry, so they hid the small amounts of food they did have. They even hid their food from their friends and neighbors. One day a wandering soldier came into the village. He asked the different people he met about finding a place to eat and sleep for the night.

"There's not a bite to eat in the whole county," they told him. "You better keep moving on."

"Oh, I have everything I need," he said. "In fact, I would like to make some stone soup to share with all of you." He pulled a big black cooking pot from his wagon. He filled it with water and built a fire under it. Then, he reached slowly into his knapsack and, while several villagers watched, he pulled a plain gray stone from a cloth bag and dropped it into the water.

By now, hearing about the magic stone, most of the villagers were surrounding the soldier and his cooking pot. As the soldier sniffed the stone soup and licked his lips, the villagers began to overcome their lack of trust.

"Ahh," the soldier said aloud to himself, "I do like a tasty stone soup. Of course, stone soup with cabbage is even better."

Soon a villager ran from his house into the village square, holding a cabbage. "I have this cabbage from my garden." he said as he held it out for the soldier.

"Fantastic!" cried the soldier. The soldier cut up the cabbage and added it to the pot. "You know, I once had stone soup with cabbage and a bit of beef, and it was delicious."

(continued on next page)

**THEME 1:** Hunger and Food Around the Globe

(continued on previous page)

## The Story of Stone Soup

The butcher said he thought he could find some beef scraps. As he ran back to his shop, other villagers offered bits of vegetables from their own gardens--potatoes, onions, carrots and celery. Soon the big black pot was bubbling and steaming. When the soup was ready, everyone in the village ate a bowl of soup, and it was delicious.

Several villagers offered the soldier money and other treasures for the magic stone, but he refused to sell it. He had many offers for a cot to sleep on that night. The next day he traveled on his way.

(Adapted from the classic folktale from the Aarne-Thompson folktale system)

Ask: *What is the moral of the story?* (Hint: By working together, with everyone contributing what they can, a greater good is achieved.)

### **QUESTIONS FOR DISCUSSION**

- 1. Was the stone magic? Why do you think that?
- **2.** Do you think the soldier made stone soup before? Do you think he knew what would happen?
- 3. Were the villagers selfish or selfless?
- **4.** What do you think the villagers gained in addition to a good meal?
- 5. What is a "greater good"?



### Topic/Tille8

Making Healthy Eating Choices for You and Others.

### Duration8

Five 30–45 minute activity sessions.

### **Materials**

- Poster of the USDA food pyramid available at www.mypyramid.gov/
- Two apples and a cutting utensil.
- A read-aloud copy of *Beatrice's Goat* by Page McBrier.
- Chart paper and markers (enough for each group of four children to have a piece of paper and a marker).

#### VOCABULARY

**Food insecurity:** lack of consistent access to food that meets people's dietary needs and food preferences.

**Resources:** those things needed to live a happy, healthy life.

**Scarcity:** the lack of a resource, such as money, food, education, or housing.

**Opportunity cost:** the next best alternative that must be given up when a choice is made about using scarce resources.

### **Unit Summary:**

Youth will learn about making healthy and sustainable food choices and understand that many people in the world do not have the choice of what to eat due to food insecurity. They will brainstorm some ways that they can address local and global food insecurity and choose to take action.

### The Learner Will:

- Play a game related to the food pyramid and food groups.
- Compare and contrast their food options with options of others locally and globally.
- Understand "resources," "food insecurity," "scarcity" and "opportunity cost."
- Make sustainable choices about food and other resources.
- Plan and implement a service project to address food insecurity.

### **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** Display the food pyramid poster. Tell youth that the Food Pyramid from the U.S. government is a guide to help them make healthy food choices. Ask them to identify the categories and name some foods they like to eat that fit each category.

Play a game called "name that food group." To play, divide the group into two teams. Have one person from each team come to the front of the room at a time. Place a bell between the two players. When you name a food, the first player to ring the bell names the food group to which the food belongs. If he/she cannot name the food group, the second team gets a chance to name the food group. The team whose player correctly names the food group receives a point. Play continues with new players until each child has had a turn. The team with the highest number of points wins the game.

After the game, explain to the group that in order to grow and remain healthy it's important for children and adults to eat a balanced diet, which means eating food from all of the food groups.

#### Then ask them:

*Can other countries adopt this exact set of guidelines? Why or why not?* 

Tell them that they will learn more about food and other resources in the U.S. and in other countries in the next few activities.

**ACTIVITY TWO:** Display the word "security" on a large piece of paper and ask the youth to define it. Through discussion, help them understand that it is a synonym of "safety." Now write the prefix "in" in front of the word "security" to create the word "insecurity" and ask how they think this changes the meaning (answer: lack of safety). Then add the word "food" in front of "insecurity." Tell the young people that many people in the world suffer from "food insecurity" which means *"not being sure of having enough food or the right food to feel good, grow and be healthy.*" Tell the young people that those things we need to live a happy healthy life are resources. Discuss how it might feel to be unsure about having enough food and other resources, such as water, clothing, a home for shelter and schools.

Show the apples that you brought to class and tell the youth that you have brought them a healthy treat. Ask them to name the food group that apples belong to. Pretend to be unsure of how you will distribute the apples because you have only two and there are more than two children in the group.

Say: *"This is a scarce resource. How can I use this resource wisely?"* Suggest that you could give both apples to one child, but would be upset because you would have nothing to give the other children. Ask for suggestions about how you could distribute the treat. When the group has come to consensus about the best choice for distributing the treat, distribute the apples.

While the young people are eating their treat, introduce the word *scarcity* (the lack of a resource, such as money, food, education, housing, etc.) and *opportunity cost* (the next best alternative that must be given up when a choice is made about using scarce resources). Ask children to name some resources they or their families need and use every day – water, air, fuel, food, electricity – to make life easier or better. Ask: *Do we have a responsibility to use resources such as food, water, and fuel carefully? Why or why not?* 

#### **CROSS-CURRICULAR ACTIVITIES**

**Science:** compare nutrition labels to analyze the nutrition content of different packaged foods. Look up nutrition content of natural, unpackaged foods. Compare the two to demonstrate how bad packaged foods are for them. Discuss which foods would be better choices for hungry families by comparing price and nutrition.

Math: Have the children count their calories for 1-2 days and bring the results to class. Teach them how to read nutrition labels and make educated guesses based on the non-labeled foods they eat. Compare the average calories they consume with the average calories listed by country in the chart in the background section Undernourishment and Life Expectancy around the Globe.

**Economics:** define supply and demand and explain how they relate to the cost of goods. Discuss why the price of food would be relatively higher in a country where food is scarce.



When youth offer their opinions and suggestions to service projects, they are using their voice—an instrumental part of service learning. Young people will decide how to address food insecurity locally and/or globally. They can conduct a food drive to donate to a local organization or hold a fundraiser to donate to a local or global food distribution organization.

Young people can also discuss ways to communicate with others about the need to make responsible choices with limited resources. Brainstorm ways to get others to care about and act on this issue. This may involve writing letters to representatives, organizing an event to share knowledge with community members, make posters or use social media to educate others about statistics and ways to help (such as reducing consumption). Move children into groups. Give each group a large piece of paper and a marker. Assign each group a resource – water, food, air, electricity or fuel. Tell them to list ways that they can carefully use or protect their limited resource (i.e. not throwing away food, not running the water too long, recycling, riding bikes instead of getting a car ride, etc.). Give them five minutes to brainstorm.

While the children are working in groups, circulate and help them focus on personal and family choices.

Have each group of youth display their list for the class to see. Have them report their lists and compare to the other lists in the class.

Discuss how these personal choices can make a difference globally (examples: conserving resources is good for the sustainability of the environment, opens the possibility of more fair distribution, reducing consumption keeps the resource clean and available for more people and reducing waste means less pollution).

**ACTIVITY THREE:** Explain that you are going to read a true story about a girl named Beatrice who experienced food insecurity and didn't get balanced nutritious meals every day. Let youth know that she also did not have the money to go to school.

Find Uganda, where Beatrice lives, on the world map.

Read aloud the book *Beatrice's Goat*. Stop periodically as you read to ask youth how Beatrice is like them and different from them.

After the story, ask children to reflect on these questions:

- What food group was added to Beatrice's diet after her family received the goat?
- How did the goat bring about positive change for Beatrice, her family, and the village? Did this additional resource bring a change in health, education, housing, income?

Say: "Beatrice had to make careful choices with her limited resources so she could get her basic needs met."

Discuss whether Beatrice has the choice to be wasteful.

### Take Action: Service Ideas for Youth

- Ask children if they want to make the choice to address food insecurity, either locally or globally. Remind them that they have scarce resources and this choice to help will also have an opportunity cost. Reinforce their understanding of both terms.
- 2. Give the children options for local food-relief projects they may help deliver food, sort food at a food pantry, write letters or advertise for a local charity or hold a collection drive. Explain how they can raise money in support of the organization or hold a food collection for people in need. Since these youth are too young to raise their own money or hold an independent food collection, focus your efforts on educating the youth about recruiting their parents, older siblings, and teachers to help them in their efforts.
- 3. Share information with them about Heifer International, the organization that gave Beatrice's family the goat. Heifer International uses money that is donated by philanthropists (people who give time, talent or treasure for the common good). View the Heifer website at http://www.heifer.org/. If youth want to learn more about Beatrice, they can do so at: http://www.heifer.org/site/pp.aspx?c=edJRKQNiFiG&b=201592 &printmode=1
- 4. Children may choose to raise money to purchase an animal for a family through Heifer International (usually by soliciting donations from their parents, family friends, and older siblings). The decision to address food insecurity should come from the children as much as possible it needs to be an internally generated concept to truly take hold. Your group may decide to do more than one service project.

### REFLECTION

Ask: "Did what we did make a difference for the health of the world?" What personal choices can make a difference to the whole world?" Ask the youth to draw a sketch of a pyramid on an index card. Inside the pyramid, have them write a food or health-related choice they plan to make today that is good for them and the world. This may include eating foods that are grown sustainably, drinking filtered water, or modeling good choices for their friends.

#### EXTENSION

Share some of the Startling Hunger Facts from the background information provided. Discuss and compare the numbers and percentages of people who are hungry or food insecure. Discuss why it is every country's responsibility to work toward reducing food insecurity for all. Tell youth that in 2000, 189 countries in the world agreed to work together to alleviate poverty in the world. They set themselves a goal to reduce by half the number of food insecure people by 2015. They believed that the world has the resources to do it, but they need to make a commitment to work together. Discuss a goal the children can set with an end time in mind to help support the Millennium Goal (such as write a letter to a representative to support the Millennium Goals).



### Topic/Tilles

Comparing Your Diet to the Rest of the World's

### Duration8

Four 30–45 minute activity sessions.

### **Materials**

- Blank paper
- Internet access to view images at http://www.time.com/time/ photogallery/0,29307, 1626519,00.html

#### OR

Hungry Planet by Peter Menzel and Faith D'Alusio, Publisher: Material World (September 1, 2007) ISBN-10: 0984074422, ISBN-13: 978-0984074426

- World map or globe
- Chart paper or display area with five columns entitled: Country, Number of Family Members, Cost of Food per Week, Predominant Food Group(s), Natural or Processed Foods
- Large piece of chart paper cut into puzzle piece shapes - one for each group member
- Extension (optional):
  - Worksheet with guiding questions
  - Internet access and projection for the whole group
  - Internet access and a computer for each team.

### **Unit Summary:**

Youth assess their personal diets and view pictures of families around the world with the food they eat in a week. Through awareness and discussion, they view cultural and regional differences. They assess community and/or world needs associated with food and health and plan and carry out a service project to address these needs.

### The Learner Will:

- Identify the sources of the foods that they eat.
- Compare and contrast their health habits/food choices with habits of others locally and globally.
- Explain how their health choices are related to global issues.
- Make sustainable health choices for themselves and promote the health of others.
- Explain why food choices are limited by resources, culture and geography.

### **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** Ask the participants to close their eyes and imagine all the food they've eaten in the last 24 hours spread out on a table in front of them. Instruct them to open their eyes and to write those food items in a vertical list on a piece of paper. Tell youth that this will not be shared with anyone else.

Next, ask them to label each food item according to what food group it mostly belongs:

- G Grain Group (bread, pasta, etc.)
- V Vegetable
- F Fruit
- M Milk (cheese, yogurt)
- MB Meat and Beans (dried beans, poultry, meat, eggs, and fish)
- J Junk Food (food that has little or no nutritional value)

Additionally, have them label each food item as "natural" or "processed/prepackaged" (i.e. an apple would be natural and apple sauce would be processed/packaged).

Ask them to determine the approximate percentage of foods they ate from each food group and also the percentage of food they ate that was natural vs. pre-packaged. (To calculate percentage, count the total number of food items and divide that number into the number of items in each group, then multiply by 100).

When calculations are complete, ask youth to pair up with someone else in the group to compare their findings. The questions partners should ask each other are:

- Do you think you ate a healthy diet one that will help you grow and have energy?
- Do you think you ate an earth-friendly diet one that did not contribute to pollution?
- What are the differences in our diets? To what do you attribute the differences?\*\*
- How do you feel about your eating habits?
- Do you think you will make any changes in your diet? Why?

\*\*Note: If some students express discomfort discussing this with a partner, give the option of writing their reflections on these questions in a journal.

As a whole group, ask volunteers to share some of the responses to these questions. Guide them to the understanding that three factors influence food choices: **culture/personal tastes**, **local availability** and **economic resources**.

**ACTIVITY TWO:** Remind the group of the three factors that influence food choices. Check for understanding by asking: *How does culture—who we are with, family, ethnicity—influence food choices? How does local availability influence food choices? How do economic resources influence food choices?* 

#### VOCABULARY

- Advocate: to speak in defense or support of a particular person or issue
- **Culture:** the traits of one's character/choices that are influenced by his/her surroundings
- Processed foods: food which has been chemically altered through additives such as flavors, flavor enhancers, binders, colors, fillers, preservatives, stabilizers, emulsifiers, etc., or which has been manufactured through combination or other methods.

Say, "Just as the foods that each of us eat are different, the food choices around the world vary as well. We're going to look at what people around the world eat in a week and compare and contrast, thinking about their cultures and local and economic resources." Tell them these are just samples, and this is not what all people eat in these countries (to avoid developing stereotypes).

Show the prepared chart with the five columns (see **Materials**) and ask for a volunteer to record information from the following presentation:

#### http://www.time.com/time/photogallery/0,29307,1626519,00.html

If internet is not available, show the pictures from the book *Hungry Planet* by Peter Menzel and Faith D'Alusio.

As you look at pictures, ask other youth to supply the information for the recorder to enter on the chart.

After viewing the pictures, ask youth to draw conclusions from the information on the chart and to share their reflections.

Ask:

- How do you think your health habits compare with people around the world? What did you notice about foods in different parts of the world?
- What are your feelings and attitudes about the differences? Do the foods look good? Do you think the foods are good/bad or just unfamiliar?
- Do you think what you eat has an impact on others? What change to your personal diet could make a positive difference globally? (moderation or eating natural foods may be more sustainable)
- How does your attitude about others' food affect your openness to other cultures?

### Take Action: Service Ideas for Youth

Ask youth to brainstorm what issues/concerns related to diet, food, and hunger exist in their community and the world (may include obesity, famine, fast food, school lunch choices, etc.). Then, through discussion and consensus, determine what concern or issue they would most like to address—either through an advocacy/information campaign, a fundraiser or by donating their time. The following ideas may be shared with the young people if needed to spark their decision to take action:

- Advocate for hungry people in the community and globally.
- Find a charity to support and find out what their needs are. Feeding America is a good resource that works internationally but has local branches. http:// feedingamerica.org/
- Teach others about food groups and good food choices.
- Promote locally produced food.
- Promote legislation to support local farmers.
- Hold an international food fair with samples of foods from different global regions.

### REFLECTION

From a single piece of chart paper, cut out a variety of jigsaw puzzle shapes, enough for each young person in the group to have a puzzle piece. Ask them to write on their puzzle piece a response to one of these prompts:

- 1. What I learned about food globally and locally.
- 2. What I will do differently related to my own food/health.
- **3.** How I felt about addressing an issue related to local or global food/health.

Have youth use a colored pencil or crayon to lightly color their puzzle piece so as not to cover up what is written on it. Then, working as a group, have each person place his/her piece into the puzzle. Once the puzzle has been completed, paste/glue the pieces onto a larger piece of paper. Ask for a few volunteers to share the responses they wrote on their puzzle pieces.

### **EXTENSION**

Explore the issue of the carbon footprint of foods that travel a long distance. Trace the route of one food from producer to consumer and analyze the costs.

Research the benefits and costs of buying locally produced foods and products.



When youth offer their opinions and suggestions to the service projects, they are using their voice—an instrumental part of service learning. Youth compare their personal eating habits to others in the class and to the families from around the world. They decide what they can do personally and as a group to make sustainable choices about food and health for themselves and others.

### **CROSS-CURRICULAR ACTIVITIES**

Geography and Social Studies:

What are some of the countries our food comes from? When we import food, are we helping the local economy? Are we helping the economy where the food is produced? What effects do transportation issues create?

**Writing:** Write a personal opinion essay on the following topic: "In what ways are we connected to people around the world through the food that we eat?"

# 9-12

### Topic/Titles

Where does our food travel?

### **Durations**

Five 30–45 minute activity sessions

### **Materials**

 Internet access to view images at http://www.time.com/time/ photogallery/0,29307, 1626519,00.html

OR

Hungry Planet by Peter Menzel and Faith D'Alusio

- Chart paper and markers
- Six large pieces of paper, each with a different populated continent's name printed on it in large letters (Asia, Africa, North America, South America, Europe, Australia)
- Ball of yarn or string
- Extension (optional)
  - Fast Food Nation: http:// www.pbs.org/newshour/ extra/features/jan-june01/ fast\_food.html
  - Snacking: http://www. usatoday.com/news/ health/2001-04-30-kidssnack.htm

### **Unit Summary:**

Youth view pictures of families from around the world with the food that they eat in a week. They discuss how cultural and regional differences affect food. They assess their own food choices and address a food/health related issue or need, locally or globally.

### The Learner Will:

- Identify the global sources of the food that they eat.
- Compare and contrast their food choices with the eating habits of others locally and globally.
- Explain how their health is related to global issues.
- Make sustainable health choices for themselves and others.
- Explain how food choices are limited by resources, culture, and geography.
- Choose a food-related issue or need to address through planning and implementing.

### **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** Put the six signs, each with a continent's name written on it, around the room. Tell young people to think about which of the six continents they believe has the healthiest food choices and the healthiest eating habits and to stand by that continent's sign. Debrief with a discussion of perceptions about poverty, climate, culture, and other observations that come up. Ask youth to defend their choices—why do they think that? What proof or evidence can they state that would support their prediction? (This activity is designed to raise awareness that preconceptions are based on guesses rather than facts.)

Tell youth they are going to observe some photos of what people around the world eat. Tell them these are just samples, and this is not what all people eat in these countries (to avoid developing stereotypes).
View the images of what families around the world eat in a week at: http://www.time.com/time/photogallery/0,29307, 1626519,00.html, or, if the internet is not available, show pictures from the book *Hungry Planet* by Peter Menzel and Faith D'Alusio. Ask a volunteer to stand by each continent chart, list the names of the countries pictured, and jot down notes (on the chart) about what the group observes about the food choices of different nations and cultures.

As each country's picture is shown, identify for youth on which continent that country is located. Ask young people to be aware of their initial reactions to the food in each picture. As they react to differences, discuss the tendency to judge what is unfamiliar. Discuss differences in availability and costs (costs are listed in US dollars for comparison). Ask the learners to choose which diet seems healthiest and why.

**ACTIVITY TWO:** Return to the pictures from the first activity and look specifically at the ones that represent the U.S.: North Carolina and California. Ask young people to identify the image that best represents their diet. Have the young people identify healthy and unhealthy choices in the image. Compare the food in the picture to the food pyramid groups (Grains, Vegetables, Fruit, Meat and Beans, Milk, etc.): http://teamnutrition.usda.gov/resources/mpk\_close.pdf

Discuss whether the diet displays a variety of food groups. Discuss whether the choices include fresh foods rather than packaged foods.

Discuss which foods could be purchased locally and which foods probably traveled a long distance. Ask young people where their food comes from. Discuss who produces their food and whether they know the producer.

Discuss how far food travels and what processes it goes through (including packaging, distribution, and transportation). Have young people think, pair, and share around the following questions: *What are the healthiest foods you eat? How far do you think those foods travel to get to you?* (This may require some research on the Internet.)

#### EXTENSION

List five foods you have at your house (or use samples that the leader brings to class). Name each food's region, state, or country of origin (this may include eggs from a local farm, exotic vegetables from Costa Rica, and packaged items from India). Identify foods from five different places and write them on different selfstick notes. Place these selfstick notes on the world map. Draw conclusions about food consumption and geography as represented by the class. Ask, "Would the map look different if completed by a high school class in India? In Ethiopia? In Darfur? Japan? China? Explain your thinking."

#### VOCABULARY

- Advocate: to speak in defense or support of a particular person or issue
- **Culture:** the traits of one's character/choices that are influenced by his/her surroundings
- Food insecurity: lack of consistent access to food that meets people's dietary needs as well as their food preferences
- Service: Taking action to benefit the well-being of others

**ACTIVITY THREE:** Put youth in small working groups of three to five youth and give each group a question on chart paper from the list below. Ask them to work with their group to brainstorm answers. Groups rotate from question to question, discuss, and then add to the comments. When all the groups have responded to all the questions, display the answers and discuss as a whole class. (Suggestion: give each group a different color marker that moves with them so comments can be identified with the group.)

# **Questions for charts:**

- 1. What are the benefits and limits of buying locally?
- **2.** What are the benefits and limits of buying foods and products from other countries around the world?
- **3.** What natural resources are used in the processing and transportation of food?
- **4.** Why do some countries have a problem with overeating while other countries have food insecurity?
- **5.** What does food insecurity mean? (Provide definition above; describe effects, feelings, causes, solutions)
- **6.** What are the global effects of both obesity and malnutrition (how do these issues affect the success of communities and the world)?

# Take Action: Service Ideas for Youth

- Ask young people to brainstorm what issues related to diet, food, and hunger exist in their community and the world (may include obesity, famine, fast food, school lunch choices, etc.). Then, through discussion and voting, determine what issue they would like to address. The following ideas may be shared with the young people to spark their creativity and enthusiasm:
- Teach others about global food advocacy
- Find a charity to support and find out what its needs are.
  Feeding America is a good international resource with local branches. http://feedingamerica.org/
- Teach others about food groups and good food choices
- Promote locally produced food
- Promote legislation to support local farmers
- Hold an international food fair with samples of and information about unprocessed foods from different global regions.

#### REFLECTION

Hold the string-end of a ball of yarn and toss the ball to a participant. That person uses a word or phrase to describe his or her personal feelings about what they learned or observed about global food and health. After reflecting aloud, that person holds the string and tosses the ball to another person who shares, holds the string, and tosses the ball again--the ball unravels more with each throw, connecting participants like a spider web. Repeat this reflection process until everyone is part of the web created by the yarn. Point out to youth that the web represents the interconnectedness of people around the world. If time permits, have the group "retrace" the ball tosses. This time, the person with the ball rewinds the yarn onto the ball while sharing the effects or next steps of their service project.



Have youth research the health risks developed from eating a diet high in processed foods and do a presentation on their findings.

Young people compare their personal eating habits to others in the class and to the families in the images from around the world. They choose a local or global need surrounding food/ health to address through a service project.

#### **CROSS-CURRICULAR ACTIVITIES**

**Social Studies:** Investigate what geographic characteristics dictate food production and consumption of food staples such as wheat, rice, corn, and fish.

**Economics:** Discuss the variety of places our food comes from. Ask young people to describe and brainstorm the steps of production and transportation that food must go through to reach our tables. (Option: make a visual flowchart of one food that traveled a great distance.)



How Does it Impact

the World?

# **Investing in Others**

# **BACKGROUND** The Power of Focusing on Others

We live in a self-centered world. If you watch any television program or news report, or examine the concerns of any individual, chances are that you'll see the effects of this selfcenteredness. As a small group of individuals and nations gain control of our wealth and resources, those remaining are left to suffer the consequences. Greedy and self-centered behavior doesn't just affect others – in fact, one could argue that the people who suffer most from selfish behavior are selfish people themselves. Self-centered individuals live closed-off, unhappy lives, never realizing that true happiness comes from loving, appreciating, and understanding the people around them, and not from the things they possess or the people they control. Martin Luther King, Jr. recognized the destructive effects of selfishness, but also saw hope for the future:

"I have the audacity to believe that people everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity, quality, and freedom for their spirits. I believe that what self-centered men have torn down, othercentered men can build up."

By focusing on and investing in others, we can improve the world that we live in. Those who participate in charitable events, and who spend time learning and caring about people from all over the world, quickly realize how much they can gain personally from these selfless activities. There is no better way to enrich yourself or your community than to help others.

# A CLOSER LOOK Interesting Facts about How Our Resources are Distributed Globally

The world's resources are not divided equally. If you never compare what you have with what others do, you'll never fully understand how desperately we need to start acting selflessly. Following are some figures about the distribution of the world's monetary resources:

- In 2005, 1.4 billion people in the world lived on less than \$1.25 a day. This was down from 1.8 billion in 1990. (Millennium Development Goals Report, page 8. http://www.un.org/millenniumgoals/
- Nearly 160 million children (one in six children in the world) are engaged in child labor. These children are often working in hazardous conditions (in mines, with chemicals or with dangerous machinery). These children, mostly girls between the ages of five and fourteen, are supporting their families and missing out on educational opportunities. http://www.unicef.org/protection/index\_childlabour.html

#### A COMPARATIVE LOOK

A country's currency is an excellent indicator of its financial health and practices. Below is a chart containing the currency, national debt, and per-capita income (how much the average person in that country makes a year). This may be used as a resource in the context of the upcoming activities. When presenting this to youth have them take a look at the chart and look for differences between the nations featured. Discuss how these figures match up with what they already know about these countries.

# Currency Across the Globe

Country	Currency	National Debt (2009)	<b>Per Capita Income</b> (US dollar equivalent, 2008 est.)	Interesting Facts
Australia	<b>Dollar</b> subdivided into 100 cents	\$920,000,000,000	\$38,1000	66.5 years
Brazil	<b>Real</b> subdivided into 100 <i>centavos</i>	\$216,100,000,000	\$10,100	
China	<b>Renminbi</b> units are the Yuan (_), Jiao (_), and Fen (_): 1 Yuan = 10 Jiao = 100 Fen.	\$347,100,000,000	\$6,000	The Chinese invented paper money in the 9th century.
Ethiopia	<b>Birr</b> Subdivided into 100 santim	\$4,229,000,000	\$800	
<b>European Union</b> (Austria, Belgium, Cyprus, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Malta, the Netherlands, Portugal, Slovakia, Slovenia and Spain)	<b>Euro</b> is the official currency of 16 of the 27 Member States of the European Union (EU).		US\$7,000 to US\$69,000	
Guatemala	<b>Quetzal</b> subdivided into 100 cents	\$7,489,000,000	\$5,200	
Japan	<b>Yen</b> Large quantities of yen are often counted in multiples of 10,000.	\$2,132,000,000,000	\$34,200	The yen is the third most-traded currency in the foreign exchange market, after United States dollar and the euro.
India	<b>Rupee</b> subdivided into 100 paise (singular paisa)	\$223,900,000,000	\$2,800	
Indonesia	<b>Rupiah</b> subdivided into 100 <i>sen</i>	\$150,700,000,000	\$3,900	Inflation has resulted in coins and banknotes denominated in sen as obsolete.
Mexico	<b>Peso</b> subdivided into 100 <i>centavos</i>	\$177,000,000,000	\$14,200	The peso was the first currency in the world to use the "\$" sign.
Nigeria	<b>Naira</b> subdivided into 100 <i>kobo</i>	\$9,689,000,000	\$2,300	
Russia	<b>Ruble</b> subdivided into 100 <i>kopeks</i>	\$369,200,000,000	\$15,800	
South Africa	<b>Rand</b> subdivided into 100 <i>cents</i>	\$73,840,000,000	\$10,000	
United Kingdom	Pound sterling	\$9,088,000,000,000	\$36,600	
United States	<b>Dollar</b> subdivided into 100 cents	\$13,450,000,000,000	\$41,000	

# How Do Your Finances Affect the World? (Educator Background and Resources)

Young people may think that the ways they spend, save, invest, or donate their money do not affect anyone but themselves. They may think that their choices influence only their own lifestyles. This could not be more false. Each spending choice has a ripple effect in the global economy. Our purchases fuel the economy by paying the salaries of others. Local economies are all connected globally, and are influenced by how individuals make decisions. The manufacturers and retail shops we support sustain people around the world, who in turn sustain the health of our planet and our own personal welfare.

The fair trade industry has raised awareness of socially responsible purchasing. It has created visibility for the journey that our products take from grower to grocery shelf. It informs consumers that when we buy a bar of chocolate, we are sending a message to a chocolate manufacturer and grower. Do we want to buy from a company that treats its employees well, or from one who sells the cheapest product? Do we want to buy from a company that uses sustainable farming techniques and pays a fair price to its farmers? Many consumers know that they vote with their money. Our purchases influence the sustainability of resources, the environment and the habitats of all living things.

As a consumer, we can try to make responsible choices with our money. An informed consumer evaluates options and makes the best choice based on economics, quality, and benefits to society. Sometimes the best choice is not the least expensive choice and sometimes we live in areas that limit our choices.

## **KEY PROGRAM RESOURCES AND TOPICS:** Investing in others

#### **DoSomething.org's Homelessness Homepage**

An in-depth introduction to and resource for poverty and homelessness. http://www.dosomething.org/whatsyourthing/Poverty/Homelessness

#### **United Nations Millennium Development Goals Report**

In 2010, a report showed our progress in achieving the UNs goals concerning hunger and poverty. The first goal is to reduce by half the number of people earning less than \$1.25 per day. Go to page 8 of the following URL to see a graph showing our world progress and to identify the countries and regions with the greatest need.

http://www.un.org/millenniumgoals/

#### CNBC."What is government debt and who is holding the money?"

A slideshow illustrating the debts and financial holdings of nations from all over the world. http://www.cnbc.com/id/29880401?slide=1 or

#### Wikipedia. "Government Debt:"

A thorough, basic introduction to government debt. http://en.wikipedia.org/wiki/Government\_debt

#### National Council on Economic Education. "Financial Fitness for Life"

A neat online game that allows you to calculate the best deal between multiple financial scenarios – mostly math-based, and more for personal understanding than for global awareness.

http://fffl.councilforeconed.org/activities/6-8/6-8.htm

#### NPR. "Global Pool of Money Got too Hungry"

This 13-minute NPR story explains the global financial crisis caused by subprime mortgages.

http://www.npr.org/templates/story/story.php?storyid=90327686

#### Love to Know "Teen Credit Card Debt"

A basic informational article on teen debt and its ramifications. http://creditcards.lovetoknow.com/Teen\_Credit\_Card\_Debt\_Statistics

#### Scholastic.com. "A Kid's Economic Glossary"

Simple definitions of some essential-to-know economic terms. http://www2.scholastic.com/browse/article.jsp?id=3750579



# Topic/Tille8

Investing in Ourselves/ What Do You Want and Need?

## Duration8

Five 30–45 minute activity sessions

#### **Materials**

- Chin, Karen. Sam and the Lucky Money. Lee and Low Books (reprint edition), 1997. ISBN: 1880000539
- Magazines for cutting
- Glue sticks and scissors
- Colored 9" x 12" construction paper

# Unit Summary:

Discussion of the read-aloud book *Sam and the Lucky Money* along with other activities builds understanding of the choices we make with our assets, like time and talent.

**FOCUS QUESTION:** How do our needs and wants impact our choices?

## The Learner Will:

- Define wants and needs
- Identify four ways to manage money
- Create collages of wants and needs
- Respond to literature with personal reflection and discussion of financial choices
- Compare and contrast choices of Sam (book character) with choices in their own lives
- Choose an action to share his or her resources (time, talent, and treasure) with others in need

# **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** Ask children to think about what they would do with \$20. (**Note:** As an alternative discussion, ask what they would do with three hours off on a Saturday.)

Tell them they are going to mingle around the room slowly, and when you call a number, they are going to quickly join up with nearby children to form a group with that number of people, all without talking.

Start the game by telling students to mingle. When students are randomly spread around the room, call the number 3. Watch them quickly form groups of three.

Now tell the groups of three to discuss the following question: What would you do with \$20 if you had it to spend on anything?

Ask a few individuals to tell the whole group what they said they would do with their money.

#### VOCABULARY

**Wants:** Desires for goods, services, feelings, and other things we would like to have but do not need

**Needs:** Things we must have to survive, such as food, water, and shelter

**Save:** To keep or put aside for future access

**Invest:** to put resources, such as money, in an account or in an organization for the purpose of growing the resources' value and/or impact.

**Spend:** Use money or resources for something you want or need.

**Donate:** Give time, talent or resources for a charitable purpose with no expectation of something in return.

Tell them to mingle again. This time, call the number 4. The children form random groups of 4 cooperatively and quietly.

Now tell the groups of four to discuss the following question: What do you think a child in [refer to a country that is in the news or that they have some knowledge of from family or classroom study] would propose doing with this amount of money. Why? Give the groups a few minutes to discuss and then tell them to look at the facilitator.

Ask a few individuals to tell the whole group what they said the child from the other country would do with his or her money.

Have children sit down. Debrief by discussing how children around the world may have different ideas about how to spend money.

**ACTIVITY TWO:** Ask the children if other countries use dollars and cents. Have them name other currencies, if possible. Then (to raise awareness of differences) name some currencies from the following list (or website) and locate the countries/continents on a map:

Country	Currency	
Australian	dollar	
Chilean	peso	
European	euro	
British	pound	
Swiss	franc	
Japanese	yen	
Iranian	rial	
Indian	rupee	
Saudi Arabian	riyal	

http://www.oanda.com/currency/converter/

**ACTIVITY THREE** Say, "Everyone in the world has wants and needs, which are different for each person." Define wants and needs.

**Wants** are desires for goods and services we would like to have but do not need. Many wants may seem like needs.

**Needs** are a special kind of want, and refer to things we must have to survive, such as food, water, and shelter.

Give examples of some age-appropriate wants and needs and ask children if they *want* or *need* each one. Ask if everyone (in the world) has everything they *need*? Discuss why not.

Ask children to name common wants/needs around the world. Then provide magazines, scissors, glue, and construction paper (one sheet per child). Have children cut pictures from magazines that are examples of personal wants and needs. Give each child a sheet of paper and guide them in folding it in half. Have them paste pictures of needs on one half and pictures of wants on the other half.

As youth work, move around the room and ask guiding questions about their choices. Help them clarify their understanding of the difference between wants and needs.

Display the collages on the wall. Discuss their understanding of the difference between wants and needs. Have them name a country they have been studying or have heard about in the news. Ask whether someone from that country would create the same collage if given this assignment. Discuss why or why not. Are needs and wants the same all over the world?

**ACTIVITY FOUR** Discuss the collages from the previous activity. Explain that resources are limited in the world, and most people cannot have everything they want. Some people have more of what they want and need than others. Explain four things people can do with their money and other resources:

Save: to keep or put aside for future use.

**Invest:** to put resources, such as money, in an account or in an organization for the purpose of growing the resources' value and/or impact.

Spend: Use money for something you want or need.

#### EXTENSION

Visit a local museum or park that got its start or continued maintenance or funding from donations or from a single philanthropist. While youth enjoy the resource, encourage them to think about why people chose to give their treasure to donate it, time to maintain it, or talent to teach others. Youth may write letters of thanks to any identified donors or volunteers. **Donate:** Give time, talent or treasure with no expectation of something in return.

Introduce the book *Sam and the Lucky Money*. This is a book about a young boy going shopping in Chinatown with his mom. He receives a gift of "lucky money" which he can spend any way he chooses. Sam soon finds he can't always get everything he wants, so, like everyone, he faces the problem of scarcity, he has to make choices about what to do with a limited resource, in this case, money.

Read aloud the book *Sam and the Lucky Money* by Karen Chin. Ask children to listen for examples of wants and needs and the choices Sam must make with his limited money.

- 1. What were some wants that Sam had?
- 2. What were some of his needs?
- **3.** Why is it important for Sam to learn the difference between needs and wants?
- 4. What choices did Sam have for spending his money?
- **5.** (question for older children) What was the scarcity problem in the story that made Sam angry and disappointed?
- **6.** (question for older children) What was the scarcity problem faced by the needy person in the story?
- **7.** How did Sam finally spend his money? Why did he make that choice?
- 8. Did he save, spend, donate, or invest?
- **9.** The last sentence in the story says: "As they headed home for more New Year's celebration, Sam knew he was the lucky one." What do you think this means?

# Take Action: Service Activies for Youth

Tell youth that you are going to teach them a new word and you want to see if they can pronounce it correctly. Tell them it is related to the word donate. *Philanthropy* is "giving time, talent, or treasure and taking action for the common good." Write that definition on a new piece of chart paper or the display area. Practice pronouncing the word with the class.

Discuss why people, like Sam, choose to share their time, talent, and treasure with others (someone may have more than they need and want to help others, or someone gave to them and they want to give back). Ask them to think of adults they know that volunteer their time or share information to help others. This discussion may include an uncle who takes a neighbor to a doctor appointment, a sister who helps at the women's resource center, or a friend who helps at the afterschool program. Refer to local resources that are funded by philanthropy, such as museums, parks, or soup kitchens.

Talk about the children's treasures (not just money), time and talents that they can donate to help others. Brainstorm a list of time, talent and treasures they have.

Have the children investigate things they can do to help people who do not have enough food, clothing or shelter. This may include having a sock drive, volunteering at a food pantry, inviting children to a party at a park with games and snacks. They may ask a local charity what their needs are. Encourage youth to brainstorm and select the best way to donate their time, talent or treasure to help people in the community.

#### REFLECTION

In what ways can you be lucky like Sam in the story? Ask the children to reflect quietly about why someone might like to donate time, treasure or talent. Ask them to raise their hands and tell the class possible reasons to donate. Talk about the benefits when someone donates. Talk about the costs of donating, and tell children that every choice they make means they give up another choice. For example, what could you be doing instead of picking up trash from the park?



When youth offer their opinions and suggestions to the service projects, they are using their voice—an instrumental part of service-learning. Encourage youth to think beyond food, shelter and clothing to some of the other things that might be needed or wanted. For example, a homeless person may appreciate gently used books, stuffed animals or a friend to play games with. Engage their empathy for the personal experience of friends, neighbors and community members (or children in other countries) who are living in poverty.

#### **CROSS-CURRICULAR ACTIVITIES**

Math: learn the names and values of the US coins and bills. Learn the names of coins and bills from other countries. Look at images of bills from other countries and compare the colors and designs.

Music: sing a song about Chinese New Year to the tune of "Mary Had a Little Lamb." http://www.perpetualpreschool. com/holiday\_themes/chinese\_ newyear\_songs.htm. Sing other songs from the students' cultural experiences.

**Art:** follow the style of the book to paint watercolor pictures of a dragon head or make dragon masks from paper plates with colored tissue streamers.



# Topic/Tilles

Investing in Ourselves and Others Incentives for Giving

## **Durations**

Four 30–45 minute activity sessions

## **Materials**

- Viorst, Judith. *Alexander, Who Used to Be Rich Last Sunday.* New York: Atheneum, 1978. ISBN: 0689711999
- Williams, Vera B. *A Chair for My Mother*. Hong Kong: South China Printing Company, 1982. ISBN: 068804074 (optional)

# **Unit Summary:**

Youth explore the ways children around the world earn and spend money. They learn four choices they can make with money and compare this to how they spend their time. They compare these to how Alexander (book character) spent his money. Youth discuss positive incentives for donating money and make a plan.

# The Learner Will:

- Brainstorm and graph ways to earn money.
- Discuss paths to careers around the world.
- Define positive and negative incentives.
- Identify four ways to manage money and compare to ways they spend their time.
- Compare and contrast choices of a book character to choices in their own lives.
- Choose action they can take to share their resources with others in need.

# **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** Tell youth that people all over the world use money to trade for the things they need. The money from different countries has different names and values, but almost everyone uses some form of currency to trade. Ask youth to think about ways people make or earn money; they can think about this as they move to an area of the room where they can sit in a circle on the floor. The group will make an income graph on the floor using youth's shoes as markers. *Have youth sit in a large circle on the* floor. Have them name different ways people can earn money (this may include types of jobs). Write their ideas on index cards and place the index cards in a row on the floor in the middle of the circle. Have youth put their shoes on the "graph" in columns above the categories to indicate ways they might like to earn money some day. (Make sure they line the shoes up evenly so the columns compare easily.) Each child may place up to two shoes.

After the shoes are placed, have children count the column values, compare the numbers, and discuss the most and least common ways they would like to earn money (job ideas). Discuss paths to different jobs and expand their idea of possibilities by asking them to think of products and resources they encounter. Remember to include nonprofit, technology, and overseas jobs. Tell them they all have the right and capacity to be successful in careers that are needed on the world stage.

#### EXTENSION

Have youth raise their hands if they help around the house with jobs to support their families. This may include cleaning and caring for younger siblings. Tell youth that many children around the world work at jobs to help support their families. In some families, children do not have the ability to go to school because their families need their help around the house, collecting water, or taking care of other children. Other children must go to work at a job to earn money to support the family. See the following article for facilitator background on child labor: http://www.unicef.org/ protection/index childlabour.html.

When youth offer their opinions and suggestions to the service projects, they are using their voice - an instrumental part of service-learning. Use ideas from the reflection to engage youth in a discussion about what they are interested in doing to spend their time, talent, and treasure.

outh Voice

#### **VOCABULARY**

- **Common good:** working together for the benefit of everyone.
- Save: To keep or put aside for future access
- **Invest:** to put resources, such as money, in an account or in an organization for the purpose of growing the resources' value and/or impact.
- **Spend:** Use money or resources for something you want or need.
- **Donate:** Give time, talent or resources for a charitable purpose with no expectation of something in return.
- **Incentive:** Positive or negative factors that motivate or influence people

#### EXTENSION

Introduce the economic concept of incentives by writing the word on the board or chart paper. Tell youth that incentives are "positive or negative factors that motivate or influence people," such as those that motivated Alexander to spend in this story.

- Positive incentives are like rewards that motivate you to do or not do something.
- Negative incentives are like penalties that motivate or persuade you to do or not do something.

Use a plus (+) sign and a negative sign (-) on the board or chart paper to show the two kinds of incentives. Under the + and – signs, briefly list some positive and negative incentives at work in your afterschool setting, such as incentives for attendance or completing an activity. **ACTIVITY TWO:** Ask, "Do you think everyone in this group has the same responsibilities at home? Why aren't there laws about exactly what each child should do at every age? Wouldn't that be fair?" Discuss. Tell youth that every family has different expectations for how children spend their time. Discuss the ways youth show responsibility for their families (follow rules, care for siblings, take responsibility for chores, etc.).

Tell youth that you want them to brainstorm how they spend their time in a typical week. Have them list general categories and estimate how much time they spend doing those things (examples: sleep, school, chores, active play, TV, helping others, homework). The quantity may be written in hours or percentages. Have them make a pie graph showing how they spend their time. Display their graphs and allow youth to compare and contrast their time with other youth.

Tell youth that they have choices with how to spend their time that are very much like the choices people have with how to spend their money.

Introduce four things people can do with their money and discuss the differences:

- Save: To keep or put aside for future access
- Invest: To put resources, such as money, in an account or in an organization for the purpose of growing the resources' value and/or impact
- Spend: Use money or resources for something you want or need
- Donate: Give time, talent or resources for a charitable purpose with no expectation of something in return

Ask youth how these four ways of spending money are related to ways they spend their time. For example, they may argue that sleeping is like investing because they are setting aside their energy and growing it to use later. Or they may argue that time spent helping others is like donating. Promote creative discussion, Have them support their ideas with a rationale (knowing that there isn't just one correct answer in this discussion). **ACTIVITY THREE:** Tell youth you are going to read aloud a story about a boy who had a little money to spend. Tell them to listen for positive or negative influences that affected the way that Alexander acted with his money. Read aloud *Alexander Who Used to Be Rich Last Sunday* by Judith Viorst.

After reading, youth work in groups of three to answer the following questions about the story (print these questions for each group):

- 1. What choices did Alexander have with his money/income? (spending now and saving for a walkie-talkie)
- 2. What positive incentives (a good reward for his action) prompted Alexander to spend his money? (renting a snake, bubble gum—items looked attractive)
- **3.** What negative incentives (a punishment or bad effect) made him sorry he spent his money? (lost money for using bad words, rental time ran out, ran out of money)
- 4. What resource is scarce for Alexander? (money)
- **5.** Give examples of unwise decisions Alexander made with his money. (lost money for using bad words, rented a snake, etc.)
- 6. How do you think Alexander felt about his spending? What will he do next time? Have you ever felt this way? Discuss "impulse spending" and "buyer's remorse."
- **7.** In the story we hear Alexander say "Saving is hard." Do you think this is true? Why or why not?
- **8.** Why do you think Alexander didn't choose to donate any of his money? (He wasn't thinking past his own wants.)

Meet as a whole group to review the groups' answers. Each group shares their answer to one question and adds to the discussion of all the answers.

Discuss how Alexander's choices are like and different from what youth would choose. Discuss positive and negative incentives they have for earning, saving, spending, and donating money.

#### **CROSS-CURRICULAR ACTIVITIES**

Start a penny war to raise money for an agreed-upon charity. Each team chooses a charity to support and starts a jar for saving pennies. Over a given time, they collect pennies and add to the jar of their choice. Adding coins other than pennies counts against their score but adds to the charity. So they may add silver coins to a competitor's jar in order to win. At the end of the time, the team with the highest score wins the game, but all the charities win overall. Read about penny wars at http://www.pennies.org/

Reading/Research: Encourage youth to explore the issue of child labor. Through research, they may discover they can take action to help a child. See what one classroom did to support a boy who was a slave. http://www.giraffe.org/sobi2/ Broad-Meadows-Kids/

# Take Action: Service Activities for Youth

Tell youth that money and time can be spent in responsible ways. Make a chart with the following layout, leaving plenty of room to write in each row. Have them brainstorm ways they can use time and money in positive ways to help themselves, their families, their communities, and the world. After brainstorming, ask them to choose one of the ways they can donate time or resources to help others learn about money or get needed resources.

	Spend	Save	Donate	Invest
Time				
Money (or Treasure)				

#### REFLECTION

**Exit Ticket:** Youth complete the following sentences regarding philanthropy, or their personal resources for giving. Philanthropy is giving time, talent or treasure, and taking action for the common good.

I can give my time by \_\_\_\_\_

I can give my talent by \_\_\_\_

I can give my treasure by \_\_\_\_\_

#### **CROSS-CURRICULAR ACTIVITIES**

Language Arts: Read A Chair for My Mother by Vera Williams

During the reading of A Chair for My Mother listen for examples of scarcity, opportunity cost, incentives, goals and philanthropy. Read and answer the following questions:

- What are some of the things that are scarce for this family? (furniture, money)
- By choosing to save, what opportunity cost (what she could spend the money on) is there for Rosa? For her mother? For her grandmother?
- 3. What were some positive incentives that might have motivated Rosa, her mother, and her grandmother to keep saving? (help of neighbors)
- Do you think saving for the chair was a short-term goal or a long-term goal? (longterm)
- 5. What do you think Rosa will do the next time she gets money? (put it in the jar)
- 6. Where in the story did you see philanthropy? (neighbors help them out after the fire)

# 6-8

# Topic/Title8

Investing in Ourselves and Others Homeless, Not Hopeless

# Duration8

Four 30-45 minute activity sessions, plus time for the optional service project

# Materials

- Large shelter-building supplies, such as big boxes, blankets, and pieces of plastic/tarp
- Learner copies of Anna Quindlen's "Homeless" article: http://www.miamisci. org/tec/mssstory.html or http:// pers.dadeschools.net/prodev/ homelesstext.htm
- **Optional:** Internet access for research
- **Optional:** Collected/donated supplies for personal hygiene kits

# Unit Summary:

Youth construct a simple shelter and read an essay to experience the difficulties of a homeless person. They reflect on basic needs that may be difficult to meet when one doesn't have a home. They take action by creating personal hygiene kits or asking a local nonprofit how they can help support their efforts to assist homeless people. **Note:** Be sensitive to the personal experience of youth. Some may be currently homeless. The lesson may generate discussion that may make them feel uncomfortable, or it may provide the empathy to allow them to discuss the issue in a safe environment.

# The Learner Will:

- State a definition and describe homelessness in different areas of the world.
- Read and respond to an essay about homelessness by Anna Quindlen.
- Locate nonprofits that provide support for homeless youth or families.
- Take action through communication of issues, helping with a project, and/or by raising money.

#### VOCABULARY

- Homelessness: condition and social category of people without a regular house or dwelling because they cannot afford, do not desire, or are otherwise unable to maintain regular, safe, and adequate housing, or lack "fixed, regular; and adequate nighttime residence."
- Service: Contribution to the welfare of others
- **Philanthropy:** Giving time, talent and/or treasure and taking action for the common good.

# **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** Bring in some supplies for making simple shelters, such as big boxes, blankets, and pieces of plastic. Move youth into small groups and tell them they may use supplies found in the classroom (including desks and tables) to create a shelter that will cover their group. The shelter should be constructed to protect them from wind and rain if they were outside. Give them time to construct and sit in their shelter. While they are in the shelters, have them discuss what supplies a homeless person might find in their community if they needed to build a shelter outside.

Bring the group back together and have each group demonstrate their shelter and share their thoughts about how homeless people in their community would survive.

Ask the young people where they believe homeless people live. Listen to a variety of answers, encouraging them to express their perceptions and misconceptions. Lead the discussion to include people locally and globally. What does homelessness look like?

**ACTIVITY TWO:** Work together to form a definition of homelessness. (The HUD definition of homeless "is the condition and social category of people without a regular house or dwelling because they cannot afford, do not desire, or are otherwise unable to maintain regular, safe, and adequate housing, or lack fixed, regular, and adequate nighttime residence.) Explain that different countries have different definitions of homelessness.

Write the word homeless on the board. Ask youth what part of speech it is (for example: noun, verb, adjective) and have them support their choice. Listen to a few answers and discuss and compare. It isn't necessary to come to a consensus as some will think it is an adjective and some will think it is a noun, and both answers can be correct. Tell them that the article they are about to read will provide a perspective on this word.

Distribute copies of "Homelessness" by Anna Quindlen (See **Materials**). Read the essay aloud with the students or in small groups.

#### Ask:

- Why might using the word homeless as a noun be insensitive or keep us from action?
- How do you think people become homeless?
- How do you think we should act when we see a homeless person? (Ignore? Judge? Be friendly?) Why?

**ACTIVITY THREE:** Ask: What challenges do you think homeless people in a Western culture might face besides not having a place to live?

Brainstorm a list of basic difficulties with the students. (The following list for teacher reference is relevant to homeless people in a Western culture, as provided in Wikipedia.)

Other basic difficulties include:

- Personal security, quiet, and privacy, especially for sleeping
- Safekeeping of bedding, clothing and possessions, which may have to be carried at all times
- Hygiene and shaving facilities
- Cleaning and drying clothes
- Obtaining, preparing and storing food in small quantities
- Keeping contacts, without a permanent location or mailing address
- Hostility and legal powers against urban vagrancy
- Reduced access to health care and dental services
- Limited access to education
- Increased risk of suffering from violence and abuse
- General rejection or discrimination from other people
- Loss of usual relationships with the mainstream
- Not being seen as suitable for employment
- Reduced access to banking services
- Reduced access to communications technology

Discuss how this list might be different in a developing country.

#### EXTENSION

Research the homeless situation in a specific region in the world (for example, Africa, Asia, India, Germany, New York City, Latin America, etc.). Have youth form a question and find the answer through research. The question may be "How have the statistics in this area changed since the year 2000?" Or "How does this country define homelessness?" or "What nonprofits in this area are working to alleviate poverty and homelessness?"



When youth offer their opinions and suggestions to the service projects, they are using their voice - an instrumental part of service-learning. Conclude this lesson with a brainstorming session of the things students/ youth might do as a class or as individuals to help homeless people. List these suggestions on the display board, grouping those that are similar. Discuss and come to consensus on a service project.

#### **CROSS-CURRICULAR ACTIVITIES**

Read about global youth poverty on the Do Something website: http://www.dosomething.org/ This includes ideas for taking action.

**Statistics:** Have youth research the statistics about global poverty and which countries are most affected and how.

Research the Millennium Development Goals (MDGs): The goals are listed and described here: http://www. un.org/millenniumgoals/

Math: analyze statistics about how we are doing toward the MDGs. In 2010, a report showed how we are doing toward these goals. The first goal is to reduce by half the number of people earning less than \$1.25 per day. Go to page 8 of the following URL to see a graph showing our world progress and to identify the countries and regions with the greatest need: http://www.un.org/millenniumgoals /pdf/MDG%20Report%202010% 20En%20r15%20-low%20res%20

20100615%20-.pdf

# Take Action: Service Activities for Youth

Students make personal hygiene kits to distribute to homeless people. The kits may include items such as deodorant, toothpaste and toothbrush, shampoo, soap and wet wipes. Many local businesses may be willing to donate supplies or donate money for this project. Ask youth to plan and carry out this project. Provide the following guidelines:

- **1.** Contact a local organization to find out the needs.
- **2.** Make a list of needed hygiene items.
- **3.** Make a list of businesses and individuals who might be willing to donate money or items (for example, a local dentist may donate floss or toothbrushes).
- **4.** Youth contact contributors and collect supplies over a two-week period.
- **5.** Decorate re-sealable gallon-size bags (or boxes) that hold each kit.
- 6. Plan a day to fill the bags or boxes.
- **7.** Deliver the filled kits to the organization that distributes to homeless clients.

Students identify local and global nonprofits that are working to reduce poverty and homelessness. Find out what their needs are and engage the students in fundraising, advocacy (using social media to raise awareness of the issue), or helping with projects locally.

#### REFLECTION

Place the word service on the display board. Have youth share their understanding of the word and how it might impact the issues of homelessness, hunger, and poverty. (Definition of service)

How can you communicate with others about the issue of homelessness to make a difference? How might you get others to care about and act on this issue?

#### **THEME 2:** Investing in Others

# 9-12

# Topic/Titles

Spending and the Economy

# Duration8

Five 30-45 minute activity sessions

# **Materials**

- Chart paper, display board or projector
- Handful of expired credit cards (if available), photos of some (from advertisements), or a handmade substitute

#### VOCABULARY

**Credit:** the opportunity to borrow money or receive goods or services in return for a promise to pay someone else or a company back at a later time

**Debt:** the state of owing something

**Impulse buy:** to purchase something without reflecting on costs and benefits

**Buyer's remorse:** a feeling of regret after a purchase

**Budget:** a summary of expenses and income and a plan to balance the two effectively

**Delayed gratification:** the ability to wait for something one wants until a more opportune time

# **Unit Summary:**

Youth explore the benefits and costs of credit and using a credit card. They role-play a shopping trip and come up with arguments for and against buying something they want but do not need. They examine how their personal choices affect other people. The group will explore the following question: *As consumers, how might the choices we make affect global poverty?* 

# The Learner Will:

- Explain how credit can be both helpful and hazardous to individuals and communities depending on how it is used.
- Examine the individual and global effects of overuse of credit.
- Role-play a shopping experience involving impulse spending.
- Locate nonprofits that provide support for families that cannot afford to meet their needs.
- Examine how to spend responsibly, and how their personal spending affects the rest of the world.

# SUGGESTED ACTIVITIES

**ACTIVITY ONE:** While displaying at least one credit card, read the following opinion concerning credit cards:

"With a credit card I don't have to delay getting what I want. I don't have to ask myself the questions, 'Do I really want or need this?' or 'Do I have enough money to buy this?'. I can buy anything I want or need! It's great!"

Encourage the learners to respond to the statement. Is this true? False? Why?

**Review the definition of credit:** "the opportunity to borrow money or receive goods or services in return for a promise to pay later." Tell youth that credit provides the opportunity for people to buy something now and pay for it over time. Most people use credit for big purchases, such as houses and cars, in the form of loans. Tell them that credit cards are typically used for smaller purchases. Explain that buying on credit and postponing payment means you pay back more than you borrowed because you must pay interest to the lender. Sometimes the interest charges (also called finance charges) on a credit card are as high as 23% of the money spent. That means if you buy a shirt for \$30 on a credit card, you can end up paying as much as \$40 if you pay your credit card bill over time!

Optional: Explain how credit card interest works.

Brainstorm a list of pros and cons of using credit cards. Continue the discussion by asking youth to share some problems with credit cards that they have either personally encountered or that they have seen/heard others having. List these comments on the display board.

Share the following statistics about credit cards and the US economy:

- The size of the total consumer debt grew nearly five times in size from 1980 (\$355 billion) to 2001 (\$1.7 trillion). Consumer debt in 2009 stood at \$2.5 trillion.
- The average household in 2009 carried nearly \$5,100 in credit card debt.
- As of the twelve months ending June 2006, there were 1.5 million consumer bankruptcy filings.

**ACTIVITY TWO:** Tell youth to imagine that they have signed up for a credit card with a credit approval of \$5,000. Ask: *How would you use the credit card?* Why? Allow a few minutes for sharing ideas.

Today's role-playing activity generates creative thinking about impulse buying and saving for important purchases. The youth should think of diverse arguments for and against purchasing non-necessary items.

Move youth into teams of three. Each team will role-play a shopping trip. First they choose roles (buyer, pro-purchase, and anti-purchase) and what they want to buy. One of the young people assumes the role of a teen who has found an item at the store he or she wants to buy that is too expensive for his or her budget. One youth shares the benefits of purchasing the item on credit. The other youth shares the benefits of not spending that money (or using a credit card).

Give the teams 8-10 minutes to plan a two-minute skit. The teams should briefly explain what item they want to purchase and the roles of the participants. Then, in turn, each group performs its skit for the whole group.

After the performances, define and discuss the terms "impulse buying," "buyer's remorse," "budget," and "delayed gratification." Ask youth to give specific examples of each concept either from a skit or from life experience. **ACTIVITY THREE:** Ask, "When I am not responsible with my money, does it affect anyone else? Does it affect the community? Why or why not?"

Tell youth that what we do with our money affects everyone because we are all connected. If a family on a budget buys a new television, they may not have enough to pay for rent, food, heat, water, gas or other expenses. Ask: *How might this affect people inside and outside of the family?* 

Personal spending and debt affect jobs, retail health, housing and available credit. Have youth explore the following questions in small groups (one question per group). Groups should assign roles for members, such as recorder, reporter, researcher and facilitator.

- What is government debt and who is owed the money? (use the slideshow at CNBC.com http://www.cnbc.com/ id/29880401?slide=1 or print the following handout from Wikipedia: http://en.wikipedia.org/wiki/Government\_debt)
- **2.** What are some ways for individuals and families to avoid or get out of debt?
- **3.** What could we (as advocates) do to help people avoid or get out of debt?

After the groups have gathered their information, have them report their findings to the full group. Each group shares its question and answers. Allow enough time for discussion after each question.

Relate the discussion back to the issue of interconnectedness whenever appropriate.

#### EXTENSION

Play online game "Financial Fitness for Life" on calculating the better deal: http:// fffl.councilforeconed.org/ activities/6-8/6-8.htm

**Current events:** Discuss stories in the news about financial issues.



When youth offer their opinions and suggestions to the service projects they are using their voice—an instrumental part of service-learning. Ask youth to reflect on their talents and resources that may be helpful in designing a project that teaches others about the importance of wise use of credit or that advocates for laws to support responsible credit. Youth may have creative ideas for social media or other projects that are meaningful to their peers.

# Take Action: Service Activities for Youth

Ask: What information have you learned about money and credit that you think would be helpful to your friends? List the responses.

Group the items into meaningful subtopics. Assign each subtopic to a group of youth. Each group writes a paragraph about its topic and finds or draws an illustration to accompany the paragraph.

Teens may be getting credit card offers as they prepare for college, and they would benefit from some tips on responsible use of credit. With that in mind, have the student use their paragraphs and images to create an informational brochure on credit for high school students.

The paragraphs and illustrations can also be used to make an informational poster that they hang up at local youth clubs, high schools or libraries.

As appropriate to your group and resources, you may suggest ways to incorporate youth voice:

- What technology skills do you have to create a Public Service Announcement (PSA) about proper use of credit?
- What could we teach others at a Personal Finance Fair for peers, families and/or community members?
- What would we include in a presentation to be given to classes in the middle or elementary school?
- What would we teach in an educational play or skit about the use of credit and debt?
- What tools and information do we have to create an informational pamphlet about the proper use of credit and spending?
- Is there a local nonprofit that helps families with credit counseling or other services when they are having financial difficulties? How do we contact them and find out what their needs are and how the group may be able to help?

#### REFLECTION

Post the following two phrases: "Think locally, act globally." And "Think globally, act locally." Ask: *"Which phrasing would you choose when thinking about how we spend money? Why?"* 

#### **CROSS-CURRICULAR ACTIVITIES**

**Math:** Calculate interest payments on simple loans.

**Social Studies:** Research how and why countries loan money to one another. What does it mean when a country "forgives a debt" of another country?

Language/Math: Read the terms on a variety of credit card offers and discuss what the percentages and terms mean. Discuss how these terms affect people with fewer resources. Discuss the pros and cons of having laws that limit finance charges credit cards may charge.

Listening: This 13-minute NPR story explains the global financial crisis caused by subprime mortgages: http://www. npr.org/templates/story/story.php? storyId=90327686 Theme

Who's My Neighbor?

# A Diverse Commity

# BACKGROUND A Diverse Nation

America has always been a nation characterized by ethnic and linguistic diversity, and that diversity increases every year. This country was established on the basis of religious freedom. Our First Amendment clearly established "Freedom of religion, speech, and the press; rights of assembly and petition," stating that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof...". Additionally, amendments to the Constitution affirm the civil rights of all citizens (Amendment XIV), the right to vote not being denied "on account of race, color, or previous condition of servitude" (Amendment XV), and the right to vote not being denied "on account of sex" (Amendment XIX) (Constitution of the United States of America). We are a representation of the world, and the basis of our country has been to affirm that diversity through these constitutional rights.

Our diversity is one of our nation's greatest gifts and assets. However, due to the communities that we live in and the activities that we pursue on a daily basis, many of us are not aware of the incredible diversity that surrounds us. This unit is meant to teach our youth about the widespread diversity of our nation, its importance to our culture, and the ways in which we can encourage open-mined thinking when dealing with people of other nations, races, cultures, and beliefs.

# A CLOSER LOOK Interesting Facts about American Diversity

As Legrain, a popular globalization theorist, states: "Our lives are becoming increasingly intertwined with those of distant people and places around the world—economically, politically, and culturally. These links are not always new, but they are more pervasive that ever before." Our linkages are not just in our communications with those outside our country; we are seeing this diversity every day in our neighborhoods. Consider the following:

- In 2003, Hispanics comprised 13.7 percent of the U.S. population (U.S. Census Bureau, "Annual Estimates...").
- In 2050, the Hispanic population in the United States is projected to equal one-quarter of the total U.S. population (U.S. Census Bureau, "Projected Population...").
- Even now, in California, Hawaii, New Mexico and Texas, ethnic and racial minorities account for over half of the total state population, and for 40 percent of the population in Arizona, Georgia, Maryland, Mississippi and New York (Committee for Economic Development).
- One poll found that 48 percent of Americans interact with someone whose first language is not English at least once a week (Committee for Economic Development).
- Diversity is growing in communities outside our large cities. Consider, for example, the small town of Portland, Maine; though less than 8,000 students attend its public school system, they collectively speak more than 36 languages on a daily basis (Portland Public Schools).
- Religious affiliation in this country is changing. More than one-quarter of American adults (28%) have left the faith in which they were raised in favor of another religion or no religion at all. The United States is on the verge of becoming a minority Protestant country; the number of Americans who report that they are members of Protestant denominations now stands at only 51% (Pew Research Center).
- While Muslims comprise less than two percent of the American population, they accounted for approximately one quarter of the religious discrimination claims filed with the Equal Employment Opportunity Commission during 2009 (Wikipedia).

Technology allows us to communicate with the world. The Internet reaches more than 20 percent of the world population, allowing people to interact from all over the globe. Mobile telephones are used by two billion people, and are one of the biggest markets of growth in developing nations. Over one billion televisions exist in the world, with news and other programs running 24 hours a day (Zhao).

# A CLOSER LOOK What's the Significance of Our Diversity?

Why is it important to consider the diversity of our neighborhoods? Political change and human migration have altered the demographic fabric of many of our local communities. This is a reality that puts new demands on young people that may not be addressed adequately in our educational systems. It behooves all of us to become more knowledgeable about the diversity of our neighborhoods, our cities, our states, and our country. Why is this important? A few reasons are listed below:

- Our economy is connected on a global scale. Today, one in five U.S. manufacturing jobs is tied to exports, and most of the estimated growth potential for U.S. businesses lies in overseas markets (U.S. Census Bureau, "Exports from Manufacturing....").
- Many of our U.S. corporations make most of their profits outside the U.S. For example, over seventy percent of Coca-Cola's profits come from outside the United States. It is impossible to maintain this kind of market without having globally competent employees.
- Across all employment sectors (public, for-profit, not-for-profit), cross cultural competence was rated as the fifth most important attribute (out of nineteen) of a successful professional in an organization with a global mission (Bickson). Considering our economic reach outside the country, and the diversity in our backyard, it would appear that ALL employment sectors are operating as an organization with a global mission.
- Our national security is affected by what happens outside of our country. We cannot respond to potential situations such as 9/11 without greater understanding of culture, language and religion in other parts of the world. Effectively communicating our message to the world will play a critical role in encouraging countries throughout the Middle East and South Asia to embrace democratic pluralism and reject violent extremism (Committee for Economic Development). We cannot convey this message appropriately if there is a serious deficit in our understanding of the culture we are attempting to reach.

- Our deficit in skilled foreign language speakers has proven to be dangerous to our national security in the past. For example, the 9/11 Commission found that "the FBI did not dedicate sufficient resources to the surveillance and translation needs of counterterrorism agents. It lacked sufficient translators proficient in Arabic and other key languages...." (National Commission on Terrorist Attacks upon the United States).
- Factors affecting the global population famine, civil wars in mineral rich countries, diseases such as HIV/AIDS - can all become issues of global security and need to be considered beyond borders (Zhao). These are global problems, and their solutions will require global competence and collaboration.

How prepared are our students? A survey conducted by the Asia Society in 2001 and the National Geographic Society in 2002 found a dearth of knowledge about the world amongst U.S. students (Committee for Economic Development):

- 83% of respondents could not locate Afghanistan on a map.
- 25% of college-bound high school students could not name the ocean between California and Asia.
- 80% did not know that India is the world's largest democracy.
- 37% could not locate China on a map of Asia and the Middle East.
- 56% could not find India, despite the fact that China and India are the world's most populous countries, and major emerging markets.

Clearly, there is a need for all of us to support global literacy!

# **KEY PROGRAM RESOURCES AND TOPICS:** A Diverse Community

International organizations provide their users with excellent resources related to global competence. Asia Society (**www.asiasociety.org**) is leading the way in fostering relationships and promoting understanding among people, leaders and institutions of the United States and Asia. Their website provides access to information about international political policy related to the environment, contemporary art from around the world, international business and economics, and the history of world conflicts.

Some of the most useful pieces of Asia Society's website are its direct links to other resources for global education. These resources could easily be utilized to internationalize learning. If a facilitator wants to focus on Asian Art in an afterschool session, they could use the "Asian Art Outlook" (www.askasia.org/AsianArt), which provides an online Asian art teaching guide. An English lesson could use "Beyond a Thousand and One Nights: A Sampler of Literature from Muslim Civilization" (www.cie.org) to expose learners to foreign literature in the context of a Language Arts class. Utilizing available communications technology, American youth can interact with other young people across the globe through iEARN (www.iearn.org), a non-profit organization that connects 15,000 schools and organizations in 100 countries for collaborative project work via the Internet. A directory of these and many other international studies resources can be found at the Asia Society website: http://asiasociety.org/files/resources.pdf.

# Other excellent international learning resources:

#### **Council on Foreign Relations**

Provides extensive and up-to-date information on foreign-policy issues across the globe. **www.cfr.org** 

#### **World Affairs Council**

Includes the 'Global Classroom' program, which connects teachers and learners with resources, ideas, and people for bringing the world into the classroom. **www.world-affairs.org** 

#### **World Bank**

Contains a 'Learning' section for current global issues such as climate change, urban development, and health systems.

#### www.worldbank.org

#### **United Nations**

Contains extensive and specific information on most current global issues from a great variety of perspectives.

#### www.un.org

Remember to check your local public library for additional relevant information, and to gain free Internet access.

\*References for this section can be found at the end of this guide.



# Topic/Tille8

Getting to Know and Cooperating With Others

# **Durations**

Five 30–45 minute activity sessions

# **Materials**

- Three 3-piece (head, torso, and tail) animal puzzles, may be teacher- or student-made (see below for details)
- Chart paper
- White drawing paper for each youth
- 4"x4" colorful construction paper or cardstock paper squares
- Hole punch
- Yarn or strong glue
- Brightly colored poster-board or cardboard backing
- The book *The Seven Chinese Brothers*

# **Unit Summary:**

Play a game and read a story aloud to build understanding of personal strengths and cooperative work. The group defines neighbors to include the people they learn and work with, live near and share the world with. Youth brainstorm the personal strengths and needs of the community and make a plan to take action for the common good.

# The Learner Will:

- Play a cooperative game to build a sense of team and community.
- Identify the benefits of working cooperatively with others.
- Discuss and define who his/her neighbors truly are.
- Share his or her personal strengths and talents.

# **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** Cooperation Game: This game highlights the value of group cooperation and of helping others. Youth will work in groups of three.

- Make three animal jigsaw puzzles on heavy paper (one animal per puzzle). The animal image may be a drawing or a picture cut from a magazine. Cut each puzzle in three pieces so each piece features one part of the animal (the head, the torso, and the rear). In total, there are nine pieces representing three complete animals. When the three pieces are put together, they complete the image of an animal.
- Each youth holds one of these nine pieces. If there are more than nine youth, either add another animal puzzle, or these youth participate as organizers.
- Youth stand in a circle. Someone stands in the center and is "it." The person who is "it" points to one person in the circle and names one of the three featured animals.

- "It" then counts for five seconds. During that time, the person who was pointed to needs to form the complete animal cooperatively with the help of the people holding those pieces. This requires finding the three pieces needed to form the animal from the other students and putting them together.
- As soon as the three participants holding the correct pieces form that animal, "it" points to another person in the circle and names a different animal.
- If the group cannot form the animal in five seconds, the youth pointed to becomes "it." Make sure everybody has a turn to be "it" and all groups have a chance to be successful.
- At the end of the game, bring youth together to discuss how it felt to cooperate, and how their cooperation helped to make the activity faster and easier for everyone.

#### Ask:

- Could you have done this activity alone?
- What did you and your partners do and say that made forming the animals easier? What didn't work?
- What was difficult about forming the animals in five seconds?
- What would happen if you did not cooperate with the others in your group?
- Do you think it's helpful to work together in groups like neighborhoods to accomplish big goals?

#### EXTENSION

Give each youth a blank puzzle piece to color. Each youth draws an illustration on the puzzle piece representing the action he or she would like to take in the serving the community.

Make a bulletin board or display with all the finished puzzle pieces. Explain that all their talents combined to do something for the common good of their neighbor. Write a heading for the display that says, "We Are Neighbors Working Together for the Common Good."

#### VOCABULARY

- **Common Good:** what is best for the whole group
- Neighborhood: "A

neighborhood" is "a number of persons living close to one another, or in such a way that they create a shared community." "Neighborhood" is "neighborly (i.e. friendly, inclusive, helpful, and constructive) feeling or conduct."

- **Cooperation:** working together to benefit a group
- **Solidarity:** unity of a group that produces or is based on community interests, objectives, and standards

**ACTIVITY TWO:** Read aloud from *The Seven Chinese Brothers.* Show youth the cover of the book *The Seven Chinese Brothers.* Tell the class that this is an old tall-tale from China. Use a large world map to indicate where China is located. Emphasize that it is on the continent of Asia. The story is about brothers who work together and each share an amazing gift to do something for the common good (define common good).

 Tell youth that the story takes place during the reign of the powerful Emperor Ch'in Shih Huang, (pronounced chin-shir-hwäng) between the years of 259-210 B.C. Explain briefly how long ago in the past this is. This emperor was responsible for having the Great Wall of China built. Building the wall was dangerous work that affected thousands of workers.

In this story, seven talented brothers attempt to help the suffering workers.

- Read The Seven Chinese Brothers aloud. This story is about seven brothers who look alike, but each has his own special power. When one brother disagrees with the emperor he is sentenced to death. Before the emperor can cut off his head, the fourth brother, who has bones of iron, takes his place. When the brother survives, the emperor then tries drowning and burning him, but each time a different brother foils his scheme. Before reading, explain what a tall-tale is. During reading, ask youth to identify the tall-tale elements of the story (ears that hear a fly sneeze from a hundred miles away, bones like iron, etc.).
- After reading, discuss why the brothers chose to help the workers with the wall.

#### Ask:

- Do you think the brothers would help again, or was the cost of helping too great?
- In this story, the brothers worked well together. Each talent alone was great, but in the story, none of them could have survived without the talents of the others. Discuss this and ask: What is a time we all worked together as a group that helped us all or others?
- Are we neighbors in this group?
- Who else can we call a neighbor?
- Can someone in a far-away country be a neighbor? How?

**ACTIVITY THREE:** Explain that cooperation can be hard sometimes, but that it is necessary to get things done. Knowing the people we are working with helps the work go more smoothly. As a group, come up with 5-7 general interview questions they will ask of one another. Keep track of the questions on chart paper. You may want to add some to keep the questions on track.

#### Ask:

- What would you like to know about the others in this group? (favorite food, colors, music etc)
- What kinds of things would you need to know to work in a group? (strengths, weaknesses, preferences, etc.)

Make sure that the questions highlight some of the cultural differences in your group and allow youth to identify their strengths and unique abilities, as well as the strengths and abilities of others.

Once youth have come up with a good list of questions, pair them each up one-on-one with another youth who they don't know very well. Have each youth interview his or her partner. Tell them that they should write down or remember the things they learn so that they can introduce the person to the larger group.

Wrap up the activity by allowing youth to introduce their interviewee to the rest of the group using what they have just learned.



When youth offer their opinions and suggestions to the service projects they are using their voice—an instrumental part of service-learning.

Ask: What can we do to make our neighborhood a better place? How can we help global neighbors? How might you get others to care about and act on the behalf of our global neighbors?

#### **CROSS-CURRICULAR ACTIVITIES**

**Writing:** have youth write their own versions of *The Seven Chinese Brothers.* 

**Drama/Theater:** Have youth dramatize and act out *The Seven Chinese Brothers*.

#### Ask:

- Do you know the people in the room better now that they've been interviewed and introduced to the group?
- How well do you feel now that you know everybody?
- Does it help to know the people you are working with? Do you think it would help to know the people you live near?

# Take Action: Service Activities for Youth

**Themed Quilt:** Working together, youth draw and decorate a quilt square about him- or herself and one about the person that he or she interviewed. Have youth decorate a 4"x4" colorful construction paper, or cardstock paper square. The picture in each square should depict each youth highlighting or using his or her strengths to make the neighborhood a better place.

Bind the squares together with needle and thread, or a hole punch and yarn, or glue paper quilt squares to a poster-board/ cardboard backing.

Work with youth to find a place to donate the quilt in the neighborhood, such as a senior center.

Youth may also wish write a group letter explaining what they learned about cooperation and working together, and how the quilt exemplifies these lessons.

#### REFLECTION

- What action did our group take?
- How did we work together to do something bigger than we could do alone?
- How did you feel when we helped our neighbors?
- What would you like to do next time?
- Are we neighbors in this group?
- Who else can we call a neighbor?
- Can someone in a far-away country be a neighbor? How?
# 3-5

#### Topic/Titles

Mosaic of Life: "Who's My Neighbor?"

#### Duration8

Three 30–45-minute activity sessions

#### **Materials**

- One sheet of construction paper for each participant
- Half-inch squares of colored paper, cut from construction paper, wrapping paper, magazines and/or wallpaper sample books (make sure there is a variety of colors and textures). To make these, first cut 1-inch strips with a paper cutter, then cut into smaller pieces. The pieces may be uneven.

#### VOCABULARY

- **Culture:** the beliefs, social customs, and traits of a racial, religious or social group
- **Diversity:** the presence of unlike elements and features in a group
- Melting pot: an analogous description meant to describe the concept of different cultures blending together to form a new culture
- Ancestors: the family members from whom one is descended. Ancestors usually refer to distant lineage (i.e. further back than grandparents).

#### **Unit Summary:**

The group creates mosaics to represent the diversity within their community. They explore their culture and personal heritage and develop a global mosaic. Children describe how diversity can make a "neighborhood" stronger.

#### The Learner Will:

- Create a paper mosaic.
- Identify the reasons why their families came to live in the United States and, in particular, the local area.
- Discuss the reasons why the representative cultural groups came to the area.
- Identify ethnic groups within the community.
- Write a statement comparing a diverse community to a mosaic.
- Display their statements to raise awareness.

### **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** My Neighborhood Mosaic: In advance, set out materials described above. Each child needs one full sheet of construction paper and access to glue and a bowl of colored paper squares.

Point out the variety of colors available and their uniqueness. Mention that each piece is part of a bigger picture, but yet the little pieces still have their own colors and designs. There will be many shades for skin, hair and eye color. Lets youth work to match tones. There should also be different colors for grass, buildings, etc. Some good examples of mosaics can be found at the following link: http://www.artistshelpingchildren.org/

Demonstrate the process of making a mosaic. Sketch a picture of your neighborhood with pencil on a sheet of construction paper. Don't put in small details; the best image is a large one with big sections to fill in with color. Put glue from a glue stick on one section at a time, then place the colored pieces inside the sketch. Allow the mosaics to dry overnight.

**Bring it all together:** Have youth walk around and view the other mosaics. Meet as a whole group and talk about the art.

#### Ask:

- What interesting pictures did we make? What do you notice about the mosaics when you stand close and look at them versus when you are looking at them from far away?
- Are the different pieces of the mosaic important to the whole picture, or just on their own? Why or why not?
- A mosaic is a large picture made up of lots of little pieces that blend and work well together. How is your neighborhood like a mosaic?

**ACTIVITY TWO:** Locate where your ancestors lived on a world map.

### Ask: Where in the world are your families from? Can you find those places on the map?

Have all group members announce their countries of origin and locate them on the map. If they have immigration stories, allow them to share these stories (in 1-3 minutes). If youth don't have these stories or don't feel comfortable sharing them, let them know that this is okay and that they can share later if they would like.

Tell youth that people immigrate to the United States for many reasons: education, jobs, conflicts (religious, political) in a home country, to join other family and many other reasons. Ask youth to talk to their families about what country (or countries) they come from, what brought their family to the U.S. and what stories they have to share about their move.

Read aloud one or more of the following books (all are about an immigrant family's move to the United States). Before reading, tell youth to listen for reasons why people come to the U.S. and how they keep and lose their former connections and culture.

#### **CROSS-CURRICULAR ACTIVITIES**

Literature/reflection: If youth would like to read more about this topic, or if you'd like to encourage them to do so, two excellent books to consider are:

- Huerta, Dolores. *Rebecca Thatcher Murcia*. Published by Mitchell Lane Publishers, 2003
- Krull, Kathleen. *Harvesting Hope: The Story of César Chavez.* Published by Harcourt Childrens Books, 2003

**Social Studies:** Youth conduct research to compare and contrast their town/city with another one across the world. The comparison may include size, population, primary languages and industry.

- Momma, Where Are You From? By Marie Bradby.
- Immigrant Kids. By Russell Freedman.
- If You Lived 100 Years Ago. By Ann McGovern.
- Coming to America. By Betsy Maestro.

**Ask:** How does a community get stronger when people from different backgrounds/talents/interests mix together to form a new community or social group? How is the United States like a mosaic?

Tell youth that even if we are very different, we are all connected with our neighbors through the things that we share. Ask: *What if everyone in our neighborhood had the same background, interests, and skills?* 

**ACTIVITY THREE:** In response to the book and to their family discussions, youth will each write a paragraph describing why people come to the U.S (or, more specifically, to your particular community). Encourage them to use their own family's story if they know it. Youth may want to share about cultural traditions as well—if there is time, have them each write 1-2 paragraphs about their most cherished cultural traditions.

As youth share their writing, compile data about where their families come from. Have youth list similarities between their different 'home' countries and the United States. Have the whole group share their answers to the following.

- How many different countries make up our classroom?
- What similarities do we have?
- How is the world like a mosaic?

#### Take Action: Service Activities for Youth

**Neighbor Interviews:** If possible, have youth interview a person in their neighborhood who is one generation (at least 18 years) older than the youth. This interviewee could be an older friend or family member, older community member or another teacher. Youth should ask their interviewees about their family history and national origins. Supervision should be provided for all interviews between youth and non-family members, or, if possible, these interviews should take place over the phone.

To prepare youth for their interviews, move them into groups of three and have them brainstorm interview questions. Share potential questions as a class, and write them on chart paper. Stress the importance of politeness, respect, and listening. Teach them how to introduce themselves on the phone, and roleplay the beginning of an interview.

Bind the stories together with construction paper covers. Have youth decorate a cover with the theme: *"Who's My Neighbor?"* 

**Potential additional activity:** Youth may want to promote friendship and collaboration with people of diverse backgrounds by hosting a community day and featuring these stories. Help them to contribute ideas about how to host this community day, and figure out what help and resources they will need from their parents and teachers in order to make it happen.

#### REFLECTION

- How is a diverse community like a mosaic?
- How do you think a diverse group of people may be better and stronger than a group of people with similar backgrounds?
- How was interviewing seniors different from what you might have expected? What did you learn?

#### EXTENSION

- Ask youth to write a comparison between their diverse "neighborhood" and a mosaic. They may write an essay, story, or poem. Stress the importance of diversity and community strength (i.e. that diverse communities become "more than the sum of their parts" – explain the phrase).
- Think of other people you would like to interview in order to record an oral history or multiple individuals' immigration stories, triumphs, and challenges.



When youth offer their opinions and suggestions to the service projects they are using their voice—an instrumental part of service-learning. Ask youth to suggest ways to encourage others to learn more about their neighbors, both locally and globally. Have them propose ways they might get others to care about and act on this issue.



#### Topic/Tille8

**Overcoming Prejudice** 

#### **Durations**

Four 30–45-minute activity sessions

#### **Materials**

- One sheet of construction paper for each participant
- Half-inch squares of colored paper, cut from construction paper, wrapping paper, magazines, and/or wallpaper sample books (make sure there is a variety of colors and textures); To make these, first cut ½-inch strips with a paper cutter, then cut into smaller pieces. The pieces may be uneven.

#### VOCABULARY

- **Culture:** the beliefs, social customs, and traits of a racial, religious, or social group
- **Diversity:** the presence of unlike elements and features in a group
- Melting pot: an analogous description meant to describe the concept of different cultures blending together to form a new culture
- Ancestors: the family members from whom one is descended. Ancestors usually refer to distant lineage (i.e. further back than grandparents).

#### **Unit Summary:**

Using a variety of activities, youth examine the meaning of and examples of stereotypes, prejudice and discrimination. Youth work in groups to propose ways to help reduce stereotyping, prejudice, and discrimination.

#### The Learner Will:

- Define "discrimination."
- Identify and discuss ways to reduce or eliminate discrimination.
- Define and explain the connection between *stereotypes*, prejudice, and discrimination.
- State harmful outcomes of stereotypes, prejudice and discrimination.

### **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** "Don't Judge by the Wrapping": In advance of the activity, prepare a special package for each child in your group. Half of the packages should look appealing (i.e. be wrapped with bows and nice paper). The other half should be wrapped in brown bags without any color or bows. Both types of packages should contain either a desirable item (stickers, small toys, or healthy snacks) or an undesirable item (rocks, dog biscuits, paperclips, etc.).

Set the prepared packages on a table where everyone can see them.

Tell youth that you have presents for all of them. Give them a minute to observe the different packages and guess as to what could be in them and which ones seem most desirable.

Pull a random name out of a bag and let the chosen student choose one package from the table. That student must then guess what might be in the package and tell the group why he or she chose it. Select another random name from the bag and repeat this process until all of the packages are distributed. Allow youth to open the packages one-by-one and react to what is inside them.

#### Ask:

- What did you look for when choosing a package? Why? (appealing color, wrapping)
- Does the outside of the package reflect what is inside? Why or why not?
- Did you change your ideas about what makes a good package as people opened their packages? Why?
- How are people we don't know like packages?
- What do we look at when we meet a new person that helps us judge them before we see what is inside?

Explain that this is an example of *stereotyping*. Stereotyping involves making broad generalizations or oversimplified statements about others based on very little information. For example, we may look at a picture of a man in a suit and assume that he is a wealthy businessman. When people treat others differently based on their assumptions, stereotyping becomes harmful and creates prejudice or discrimination.

**ACTIVITY TWO:** Write the words "New Kid on the Block" on a board or poster. Ask youth to recall a time when they felt like they didn't belong or were in an unfamiliar setting: a new class, a new school, a new team, or a new neighborhood. Ask them to share their thoughts and feelings about that situation, including their fears and their concerns. Ask them to recall how it turned out. Were their fears and concerns legitimate, or did they go away over time? Give youth 3-5 minutes to jot down responses to the following prompts:

- 1. A time when I felt like "a new kid" was when:
- 2. Some of my fears and/or concerns at the time were:
- **3.** Many, if not all, of the fears and/or concerns that I felt at first ended when:

Then talk about stereotypes and different points of view.

Tell youth that our brains naturally want to organize incoming information (from our senses) into predictable patterns and categories. In Activity One, our brains related the big/pretty package with a nice surprise. This is a helpful way for our brain to organize bits of information so that we can make sense of our world.

Although this is a natural behavior, stereotypes can be harmful when they cause us to form opinions that are based on generalizations and assumptions rather than accurate information. People are not as predictable and consistent as objects. We are each unique in our thoughts, appearances and actions. When our stereotypes and generalizations (rather than accurate and complete information) allow us to form positive or negative opinions about people, we are exhibiting *prejudice*. An example of prejudice: believing that all boys who have long hair are not to be trusted. Another example: girls who wear glasses are smart.

Ask youth: *"Why is prejudice harmful?"* If youth need help answering this problem, some suggested answers are: It may cause hurt or angry feelings; it may lead to violent actions; it may prevent relationships from forming; or it may prevent open-minded and tolerant thinking. Although someone may be different or unfamiliar, he or she has a right to be an individual and to be heard.

Focus attention on the topic of prejudices. Label individual sheets of chart paper with some or all of the following categories:

teenagers	elderly people	professional athletes
parents	young children	teachers
bankers	factory workers	musicians

Give youth self-stick notes and ask them to write down stereotypes they are aware of for each category. They should place their notes on the corresponding category chart sheets. They should fill in as many as they can think of in a few minutes.

Give the youth time to view the charts. Then engage the youth in reflection by using the following questions:

- How do you feel about the stereotypes written?
- Were positive and/or negative stereotypes written? Is there a difference, and if so, what?
- What observations/insights can you share based on what you learned?
- Do you ever stereotype people from different countries?

Directly teach that prejudice (opinion) is based on stereotypes (generalizations) and that acting on stereotypes and prejudice results in discrimination (unfair treatment). Since prejudice is formed easily, we must work hard to avoid pre-judging. Because our opinions affect how we behave, we must form intelligent opinions.

#### Take Action: Possible Service Activities for Youth

As a whole class, brainstorm at least three examples of prejudice in the community. Then have youth form groups and discuss ways to creatively address these issues. Have youth create an action plan to eliminate them or reduce their severity. Once each group presents the plan to the whole class, have youth vote on the plan or plans they want to carry out.

Have youth draft and sign a pledge saying that they will not allow any of their peers to be discriminated against or treated like strangers. They should pledge to actively welcome others and keep an open mind when they meet people who are different from them. They should promise to keep this pledge and to encourage other youth to sign it.

Have youth work in small groups to create a list of things that should be included in the pledge. Then, as a whole group, they choose the best elements of the pledge. They should write the pledge together as a whole group and have everyone sign it.

#### REFLECTION

Do a *think-pair-share* activity in which youth reflect on a time when they were either affected by stereotypes, prejudice, and discrimination, or a time in which they were the offender and treated someone insensitively. Give them a few minutes to think quietly and then have them pair up to discuss their experiences with a partner. Have each pair of youth share insights from their discussions with the whole group.

#### EXTENSION

Look to current events to find examples of prejudice and discrimination in the world. *How and where are people treating others unfairly because they don't understand them fully?* 



When youth offer their opinions and suggestions to the service projects they are using their voice—an instrumental part of service-learning. Ask youth what they can do to make sure all people are aware of the dangers of stereotypes, prejudice, and discrimination?

#### **CROSS-CURRICULAR ACTIVITIES**

**Social Studies:** Read about the work of civil rights leaders in the U.S. and the world. Compare the issues of two unrelated civil rights campaigns. For example, what do women's suffrage and the Montgomery Bus Boycott have in common?

**Art:** Explore art styles from different countries and cultures. Have youth imitate art styles with paints, collage, song, dance or sculpture. Encourage them to communicate feelings about prejudice and stereotypes in their artwork.



#### Topic/Titles

Connecting People through Art

#### **Durafions**

Four 30–45-minute activity sessions

#### Materials

- Access to the Internet (If Internet is not available, the facilitator should view relevant sites online before the activities and capture or print necessary information to bring to his or her students).
- Painting supplies (paint, brushes, paper), presentation software on computers and/or movie cameras

#### VOCABULARY

- **Tolerance:** sympathy or indulgence for beliefs or practices differing from or conflicting with one's own; the act of allowing something
- Acceptance: generally approved; the act of taking or receiving something offered; believing
- Social Responsibility: the belief or ideology that a person has an obligation to act to benefit society at large. This responsibility can be passive, such as by avoiding engaging in socially harmful acts, or active, such as by performing activities that directly advance social goals.

#### Unit Summary:

Youth view examples of media being used to promote responsibility and acceptance. They view YouTube videos that inspire them to make connections with people locally and globally. They learn about an artist who leaves free art in public spaces to raise optimism in tough times. They explore stereotypes and prejudices and create art to build connections with "neighbors."

#### The Learner Will:

- Define "my neighbor" to include the people they learn and work with, live near and share the world with.
- Define social responsibility and express it through art.

### **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** Play a game called Uniqueness and Prejudice. In this activity, the leader reads statements that describe different physical or cultural traits (see sample statements below). Participants identify statements that describe them and tell the group what they don't want others to assume about them because of these traits.

Before this activity, write down a list of traits that might describe some youth in your group. Use the sample statements below as a guide. Start with descriptions that are obvious before moving to descriptions that are more personal. In this way, youth build trust before moving into more challenging territory.

Move the furniture so that there is room for participants to stand in two groups facing each other. Create a line on one side of the floor with masking tape, a rope, or a meter stick. To begin, all youth are on the opposite side of the room, facing the line.

Tell participants that they must be respectful, positive, and supportive of all the other participants or they will not be allowed to play.

- 1. The leader reads aloud a descriptive statement in the first person (e.g., I have blond hair.) If the statement is true for any youth, those individuals step across the middle line and face the rest of the group.
- 2. Those who stepped across the line should think about and take turns giving the following response statement: *"Just because I (have blond hair), don't assume that I ."* Encourage the participants to be honest and to think past the initial stereotype to the ways they think others have responded to the featured trait. They may use humor and creativity in their responses, but should remain honest. (e.g., Just because I have blond hair, don't assume that I'm not smart. ...that I bleached it. ...that I can't understand trigonometry.) Stress that the purpose of this activity is not to have the funniest response while youth may use humor, their responses must be relevant and meaningful to get the most out of this activity.
- How does it feel to step over the line and face the rest of the group?
- What are the positive and negative sides of being unique?
- In what ways does society reward and punish uniqueness or differences?
- What did you learn about your classmates?
- Are prejudices and assumptions always bad? Always wrong? Explain.
- What prejudices do you have that you didn't know you had before?
- Why is it so easy to come up with assumptions to complete the statement?
- Are some prejudices easier or harder to discuss?
- What can we do to stop others from making assumptions about people?

#### Sample Statements:

- I have blond hair.
- I walk to school.
- I am an only child.
- I live in an apartment.
- I love science.
- I want to be a doctor when
  I graduate from college.
- I don't want to go to college.

- I was born in a different country.
- I am on the basketball team.
- I don't eat meat.
- I am a religious person.
- I am a quiet person.
- I am a cheerleader.

**ACTIVITY TWO:** Put the following quote on the board or on a poster: "We are good at picking out people who are different from us. Our instincts tell us they are a threat." (Matt Harding) Discuss whether the group thinks that this is accurate. State that at one time, identifying people different from us was a survival instinct; however, nowadays we have to deliberately override this instinct in order to connect with people.

Discuss the benefits and dangers of seeing differences as a threat. Ask, "*How does the game we played in Activity One support the idea that we are good at noticing differences?*"

#### Say:

Matt Harding created a video of himself dancing all over the world. The video became popular on YouTube because Matt was so sincere in wanting to connect with people of other cultures. Dancing (badly), laughing, and smiling with people seemed to break many barriers. The video is called "Where the Hell Is Matt?" and can be viewed at http://www.wherethehellismatt.com/ videos.shtml

**Facilitator note:** The title may be inappropriate for the youth, but the message of the video is powerful and worth showing. Preview the video before deciding whether or not to show it.

Tell youth that Matt's video project brings people together through something we all share—the joy of dancing. Matt believes that dancing connects diverse people and that everyone wants to feel connected. Discuss the group's beliefs/opinions about feeling connected.

Print or display the following article about the Smile Boston Project: http://www.gmanews.tv/print/64671

The first ten paragraphs give a clear summary of one artist's act of spreading optimism and hope throughout the community. Bren Bataclan gives away free paintings to random people under the condition that they smile more. Discuss how Bren's project uses art to uplift and make connections between people.

#### EXTENSION

Look to current events to find examples of prejudice and discrimination in the world. *How and where are people treating others unfairly because they don't understand them fully?* 

#### Ask:

- What does it mean to feel connected? Disconnected?
- What are some positive ways to respond when we see someone who seems different?
- What does it mean to be a neighbor?
- In what way is everyone in the world our neighbor?
- Why are artistic endeavors a good way to make connections?
- What are other examples of art that unites people and brings them hope (monuments, The Statue of Liberty, etc.)?
- How have technology, the Internet, and social networking made neighbors of us all?

**ACTIVITY THREE:** Tell youth that our neighborhoods are changing due to migration and political changes. It is important to become knowledgeable about the diversity of our neighborhoods, cities, and country because as the world grows "smaller" we are going to depend on each other more for our environment, our health, and our economy.

#### Ask:

- What do I mean when I say the world is growing smaller?
- How will we depend on each other more in a smaller world?
- What skills do we need to prepare to work and live in a smaller world?

**Social responsibility** is the belief or ideology that a person has an obligation to act to benefit society at large. This responsibility can be passive, such as by avoiding engaging in socially harmful acts, or active, such as by performing activities that directly advance social goals.

#### Take Action: Possible Service Activities for Youth

Challenge youth to consider how artists provide a **service** to their community and world, particularly in response to tragic situations. Discuss their observations.

Have each student create a painting or other art form (song, dance, spoken word, poem, sculpture) that reflects social responsibility in the world. Youth should select an issue that they feel compelled to act on and to illustrate the action they will take to benefit society at large. The art may also be in the form of a photo essay, painting, presentation, play, song, rap, film, or other creative expression.

Their artwork may inspire responses of Hope, Beauty, Compassion, Tolerance, Diversity, Tranquility, Unity and/or Love from its viewers.

Discuss what they will do with their art. They may create a display in a public area with explanations or auction it off as a fundraiser for a related charitable cause.

#### REFLECTION

#### Ask:

- What feelings do you have about your art as an act of service?
- What feelings do you hope your art will inspire in others?
- What can we do locally and globally to promote tolerance and acceptance of people who are different?
- How can we encourage people to look for similarities and to see differences as strengths? How can you communicate with others who care about this issue locally and globally? How might you get others to care about and act on this issue?



When youth offer their opinions and suggestions to the service projects they are using their voice—an instrumental part of service-learning. Ask youth what they can do in their actions and attitudes to show respect for others? What can they do to teach others (raise awareness) about language and attitudes that promote openness to diversity?

#### **CROSS-CURRICULAR ACTIVITIES**

**Drama:** Youth create "social responsibility" scripts, then prepare and act them out as plays.

Social Studies: View art online related to 9/11 (or another traumatic time or event studied in school) and discuss the emotions and messages communicated by the artists. Note to educators: preview sites and images before showing youth because some images may not be appropriate for classroom viewing. Discuss: Do some of the images show themes of coming together as a global community? Do some images show discrimination?

Language Arts: Youth write a persuasive essay about using a form of art to communicate a message of getting along with global neighbors.



## **Global Education**

#### BACKGROUND

"Education is our passport to the future, for tomorrow belongs to the people who prepare for it today."

#### -Malcolm X

Education across the globe, including schooling and other types of learning, is a fascinating topic to explore with youth of all ages. Youth will react well to this "meta-approach." Studying education in the context of their own schools and afterschool activities will provide excellent opportunity for reflection and understanding. When youth are in an educational context, they will be more receptive to and understanding of the issues facing education around the globe. A key aspect of this unit will be to constantly "bring the lesson back" to your youth. If youth understand the challenges facing international education, and if they realize how lucky they are to be provided with such excellent educations of their own, they will be more motivated to act on behalf of the international community.

#### A CLOSER LOOK Interesting Facts about Learning from Across the Globe

- One in five adults in the developing world—almost 862 million people—cannot read or write (11 Facts about Education around the World).
- Across the world, many children miss out on their educations because:
  - they are made to work.
  - they are recruited into the armed forces.
  - their families cannot afford schooling.
  - discrimination and racism undermine their chance to receive an education.
  - they face violence as they try to pursue their education (Children and Human Rights).

- More than 60% of the 110 million children out of school are girls (Girls' and Women's Education Initiative).
- A quality education expands employment opportunities and gives people a chance to earn higher wages. A single year of primary school increases the wages an individual earns later in life by 5 to 15 percent for boys, and even more for girls. For each additional year of secondary schooling, an individual's wages increase by 15 to 25 percent, giving people the opportunity to lift themselves out of poverty (Why Education?).
- Most illiterate persons in the world are female. In more than 20 developing nations, women's illiteracy rates exceed 70% (11 Facts about Education around the World).
- Compulsory education determines the number of years that children are legally obliged to attend school. The average duration of compulsory education is 7.85 years, but it ranges from 13 years at most (in countries like Argentina and Germany) to no mandatory years of schooling at all (in countries like Cambodia and Oman (Duration of Compulsory Education around the World).
- At least 72 million children around the world cannot exercise their right to education due to rising levels of poverty, unemployment, and discrimination (UNESCO Institute for Statistics).
- Girls in the poorest 20% of households have the least chance of getting an education: they are 3.5 times more likely to be out of school than girls in the richest households and four times more likely to be out of school than boys in the richest households (Chang).
- Although basic education is provided by the government to children in the United States, many disparities exist in educational equity:
  - By age three, children of professionals have vocabularies that are nearly 50% greater than those of working class children, and twice as large as those of children whose families are on welfare.
  - By the end of high school, black and Hispanic students' reading and mathematics skills are roughly the same as those of white students in the eighth grade (Facts and Figures).

#### A CLOSER LOOK Schooling across the Globe (Hughes)

The following chart provides some interesting facts about the educational opportunities and restrictions of different countries around the world. This chart may be used as a resource in the context of the upcoming activities. When presenting this to youth, have them examine the chart below and compare their education system with those of other countries from around the world. Reflection questions: *What do you like better? What do you think is worse? Why do you think some countries provide so little education for their children while others provide so much?* 

School Year	School Day	Average Class Size	Typical Studies	Interesting Facts			
AUSTRALIA							
January to November divided into 4 terms; summer vacation is from December to January	9am to 3:30pm	18 students	English, math, studies of the society and environment, science, arts, languages, technology, and personal development, health and physical education	School grades in Australia are called "years." Primary school is from year 1 to year 6; secondary school is from year 7 to year 12.			
			BRAZIL				
Summer vacation is in December and January	7am to noon	30 students	Math, geography, history, science, Portuguese, and physical education	Students typically go home at noon to have lunch, the most important meal of the day, with their families.			
			CHINA				
Beginning of September to mid-July; summer vacation is spent in summer classes or studying for entrance exams	7:30am to 5pm, with a 2-hour lunch break	21 students	Chinese, math, physical education, art, nature, history, foreign language, and geography, combined with practical work experiences	Students study China's unity, past and present accomplishments, and its future. Math is typically taught by drill, which means students are repeatedly taught the basics of math until they comprehend it.			
	COSTA RICA						
February to December; with two months of vacation from December to February, and a few weeks off in July		28 students	Core subjects: Spanish, social studies, math, and science, as well as English and computer science	Costa Rica was one of the first nations in Central and South America to offer free public education. Students begin college at age 15.			
			FRANCE				
August to June, divided into four seven-week terms, with one to two weeks of vacation in between	8 am to 4 pm, Monday, Tuesday, Thursday, Friday, & a 1/2 day on Saturday	23 students	Basic skills in reading, writing, and math, and participate in exercises to develop observation, reasoning, imagination, and physical abilities	Students usually attend school from ages 6 to 18. Uniforms are not required, but religious dress of any kind is banned.			
IRAN							
10 months a year, or about 200 active days, from September to June	7:30m to 1:30pm	27 students	Religious study, hygiene, basic math, science, reading, and study skills	Boys and girls are educated separately. Mobile libraries bring books to more than 4,000 children.			

School Year	School Day	Average Class Size	Typical Studies	Interesting Facts			
JAPAN							
April through March, with breaks for summer, winter, and spring separating three trimesters	8:30am to 5:00pm	29 students	Japanese language, math, reading, social studies, music, art, and moral education	Moral education involves health and safety, discipline, courtesy, understanding and confidence, public manners, and environmental awareness. Uniforms are required and there are extensive rules for hair styles, shoes, socks, skirt length, make- up, accessories, and more.			
			KENYA				
Three terms, each 13 weeks long, with one-month breaks in between.	8am to 4pm	30 students	Kiswahili language, English, math, science, music, history, civics, and geography, and religious instruction	Because Kenya is experiencing severe economic and environmental hardships, some students save their lunch to share with their families.			
	MEXICO						
September to June	Monday - Friday, with electives on Saturday	30 students	Spanish, math, art, physical education, and environmental knowledge (natural sciences, history, geography, civics, reading, writing, and oral expression)	Students are required to wear uniforms for primaria (elementary school) and secondaria (middle school).			
NIGERIA							
January to December, divided into three semesters with a month off in between each semester	8:00am - 2:00pm, with optional extra lessons for 2 - 3 hours	40 students	One of three main languages (Hausa, Yoruba, or Ibo), math, English, social studies, health and physical education, religious instruction, agriculture, and home economics	Students must wear uniforms, as well as obey rules for hair, jewelry, and accessory restrictions.			
RUSSIA							
Early September to late May	8:30am - 3:30pm	16 students	Russian, math, reading, natural sciences, music, art, and physical education.	No uniforms are required; students are instead encouraged to dress warmly. Tenth grade is the last year of mandatory education. Eleventh and 12th grades offer optional paths, either to vocational schools to learn trade skills or to continue to study for university entrance exams.			
SOUTH KOREA							
March to February	8:00am - 4:00pm	30 students	Korean language, math, science, physical education, social studies, moral education, music, fine and practical arts	Most students remain in the same room while their teachers rotate throughout the day. After 5 p.m. students have a short dinner at home, or eat at school, before study sessions or other activities begin in the evening.			

#### **KEY PROGRAM RESOURCES AND TOPICS:** Global Education:

#### The U.S. Department of State's List of International Learning Resources

Offers resources on countries across the globe that can be used when thinking about education near and far.

#### http://www.state.gov/misc/list/index.htm

#### **Teachers' Domain**

Offers videos and lesson plans on education around the world.

- Comparison of schooling in Japan and Kenya: http://www.teachersdomain.org/resource/vtl07.la.rv.text.lpcomped/
- Gender Equality in Schooling: http://www.teachersdomain.org/resource/wa08.socst.world.glob.lpspeakout/
- Influence of Qur'an in Muslim education: http://www.teachersdomain.org/resource/islam08.socst.world.glob.lplearning/

#### ePals Global Community

Made up of classrooms from over 200 countries, each classroom has a unique profile. Find a global collaboration partner today by exploring all profiles: http://www.epals.com/search/



#### Topic/Tille8

Learning Opportunities around the World

#### Duration8

Three 30-minute activity sessions

#### **Materials**

- Blank index cards (one per child)
- *The Librarian of Basra* by Jeanette Winter
- *Chrysanthemum* by Kevin Henkes (optional)

#### VOCABULARY

- Service: Taking action to benefit the well-being of others and self
- **Community:** a group of people that live, work, or play together, who have common interests, or who regularly interact with one another

#### Unit Summary:

Youth explore the meaning of the word community and identify the purpose of an afterschool community or other small community. They brainstorm and carry out acts of service that promote learning locally and globally.

#### The Learner Will:

- Play "Community I Spy" with the added element of naming things in the program's community that they value.
- Brainstorm acts of service that promote learning.
- Participate in a "Read-In" to promote learning locally and globally.

### **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** Explain to youth that in the United States, school is free and compulsory. Sometimes it seems hard and we may not want to go, but in many countries school is very expensive and a family might be able to send only one child or no children at all. Explain to the youth that education is essential if they want to be happy, healthy members of our society and that students with good educations go on to get good jobs, to contribute to their communities and to help the world at large. Let them know that the education they are receiving now might be one of the most valuable things they ever receive. With that in mind:

**Ask:** Do you think this is fair? If only one child in your family could go to school, how would you feel?

Often, youth feel that they are too young to make a difference. Today, they will learn that there are many things they can do to help others in their own communities and in communities around the world.

Play **Community I-Spy**. Explain to youth that afterschool is a type of community where students participate in activities after the school day has ended. Have students select items for I-Spy that are a part of the afterschool community and name their features. For example: children take turns saying: "I spy (various features of an object in the room)." The other students try to guess what the object is and how it is a part of the afterschool community (i.e. the cover of a book, the whiteboard, the school bell, a pencil).

- Prompt the participants with these questions:
  - ▶ What things in this room are part of the afterschool community?
  - How does that (name of object) make our afterschool community a good place to learn?
  - Does every afterschool community need (name of object) to be a good place to learn?
- To further the discussion and deepen youth's understanding of this exercise, ask:
  - ▶ What would happen if we didn't have these things?
  - ► Could we still learn?

**ACTIVITY TWO:** Tell youth that you are going to read a book, *The Librarian of Basra*, that takes place in Iraq. *The Librarian of Basra* is based on the actions of Alia Muhammed Baker, who managed to haul most of the Basra Central Library's 30,000 volumes to safety when the library was threatened by war. It is a story about one person making a difference in a time of great stress and turmoil.

- Locate Iraq on a map and name some of the countries and land topography surrounding it.
- Give a summary of some of its history. Consider talking about recent events in the region. Some good online sources for talking with kids are:
- www.tolerance.org/parents/printar.jsp?p=0&pi=pa&ar=9;
- www.pbs.org/parents/talkingwithkids/news

**NOTE:** these websites do not address specific news items from Iraq, but are instead primers on how to discuss and address current, heavy issues with younger students.

- Read *The Librarian of Basra* by Jeanette Winter aloud.
- Ask youth about a time they made a difference with their friends, family, neighborhood or school.

#### Ask:

- In what ways does Alia take action? What effect do her actions have on Basra?
- What obstacles did Alia face? How did she overcome these obstacles?

**ACTIVITY THREE:** Introduce Room to Read, an organization focused on literacy and education, started by John Wood. You can learn more at **http://www.roomtoread.org.** 

- Some background information to explain: Mr. Wood traveled to Nepal and met many children who did not have access to school books and resources. Room to Read reaches many countries like Vietnam, Cambodia, India, Sri Lanka, Laos, and South Africa and provides them with these resources.
- Ask youth if they have heard of other countries that have issues with poverty and lack of education. Locate these places on a map. (Optional: Access the internet, newspapers or a library to find out whether or not those countries have universal primary education.)
- Ask youth if they think the group can do something to help children around the world
- Go to school. Discuss their answers.

#### Take Action: Service Activities for Youth

Have youth write letters to their parents and caregivers requesting assistance for a Read-In. (Students who are too young to write a letter can copy a form letter and illustrate.) In the letter, they should explain that everybody brings two books to read during the Read-In; one to share with a friend (read aloud) and one to donate.

Next, everyone invited will make cards to go with the donated books. The cards should be written to the intended recipient of the books, and should be appropriate for someone of any gender, nationality or culture. Cards and donated books may be wrapped and placed in a basket or nice bag. Youth may work together to find a nearby shelter or donation location of their choice.

Youth may also wish to bring a pillow and comfortable clothes for the Read-In. Make the Read-In area comfortable for reading, and remind youth that they are there to raise awareness for the students who don't have the books, materials or opportunities necessary for a proper education.

#### REFLECTION

- How did you feel after collecting the books to donate?
- How do you think other people felt after receiving the books that you donated?
- Can one person make a difference? Ask youth to discuss possible ways that they can share their ideas with children across town or across the world.

#### EXTENSION

**(Optional):** Read the book Listen to the Wind: *The Story of Dr. Greg and Three Cups of Tea* by Greg Mortenson & Susan Roth. This picture book tells the story of building schools in Pakistan and Afghanistan. Discuss the story and compare the opportunities for education for themselves and the children in the book.

## Youth Voice

When youth offer their opinions and suggestions to the service projects, they are using their voice—an instrumental part of service-learning. How can you communicate your ideas about making local and global schools better for all learners? How might you get others to care about and act on this issue?

#### **CROSS-CURRICULAR ACTIVITIES**

- Math: Count and graph kind acts performed over several days.
- **Reading:** Read the book *Chrysanthemum* by Kevin Henkes and discuss ways that the school community in the story worked for and against the common good.
- Social Studies: Locate on a map places discussed in class.



#### Topic/Tille8

All Youth Should Have Access to Education

#### Duration8

Five 30–45 minute activity sessions.

#### Materials

- Nasreen's Secret School by Jeanette Winter
- Internet access for facilitator (optional)

#### VOCABULARY

- **Privilege:** an advantage that some have and others do not
- **Rights:** Things or services that are owed to you as a citizen or member of a society
- Service: Taking action to benefit the well-being of others and self

#### Unit Summary:

Youth will read *Nasreen's Secret School* by Jeanette Winter, a picture book about a school in Afghanistan. This book will set the stage for a discussion around the importance of education. Students will explore the issue of education as a right that not everyone has access to. Students will also complete a service project to help expand access to education around the world.

#### The Learner Will:

- Locate Afghanistan on a world map.
- Speak knowledgably of the obstacles faced by some children trying to get an education.
- Raise awareness to support education in areas where children do not have school.

### **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** This game is best played in an open area, but it can be played in a large room with the furniture pushed aside.

All players face each other in two rows. Each team has a home base line about 30 feet behind them that they run to in each round. The home base line may be formed with a rope, tape or any other marker.

- Tell youth that they are going to play a game called "rights and privileges." Define the two terms "rights" and "privileges" and discuss their definitions briefly. Have a few children paraphrase what these terms mean and proceed with the game when all children have a clear understanding.
- Assign half the participants to be "rights" and have them line up, shoulder-to-shoulder, facing the other half of the group who are "privileges." The children stand in these lines about six feet apart from one another.

- Show youth the "home" line behind each line-up. The two groups run to safety past the lines behind them. While the two teams face each other, the facilitator reads aloud a statement. If the statement is an example of a right, the "rights" run to their back line while the "privileges" try to tag them. If tagged, the tagged person joins the other team. If the facilitator reads an example of a privilege, the "privileges" run to their safety line while the "rights" try to tag them.
- After players run and before asking the next question, talk about whether the statement is a right or privilege. If some players ran the wrong way and got tagged, they are forgiven and may return to their team.

#### Example statements:

- Everyone is born free and cannot be a slave. (right)
- All humans have a car. (privilege)
- All humans have a phone. (privilege)
- Everyone gets three meals a day, plus snacks. (privilege)
- Everyone is equal. (right)
- All humans should own at least five sets of clothes. (privilege)
- Everyone should have an adequate amount of food. (right)
- All humans have a safe place to rest. (right)
- Everyone has access to TV. (privilege)
- Everyone can practice their beliefs. (right)
- Everyone owns a DVD player and cable TV. (privilege)
- All humans get an education. (right)

#### Ask the following questions as a reflection after the game:

- What are some privileges that we have here that other people in the world might not have? (Discuss free speech and religious freedom.)
- What are some basic rights that you have at school? Do you think everyone deserves these same rights?
- Is attending school a privilege or a right?
- Who has the right to get an education?

#### ACTIVITY TWO:

- Tell youth that you are going to read a book that takes place in Afghanistan.
- Locate Afghanistan on a map and name some of the countries and topography surrounding it.
- Give a summary of some of its history (found on the inside cover of the book). Consider talking about recent events in the region. Some good online sources are:
- http://www.kidzworld.com/article/1434-history-of-afghanistan
- http://kids.yahoo.com/directory/Around-the-World/Countries/ Afghanistan
- Read aloud Nasreen's Secret School by Jeanette Winter.
  - ► Talk about what life is like for girls in Afghanistan.
  - Discuss how schools help students like Nasreen and promote the common good of her country.
  - Discuss what people can do to help girls and boys who do not have access to school.

#### ACTIVITY THREE:

- Introduce Room to Read, an organization focused on literacy and education, started by John Wood. You can learn more at http://www.roomtoread.org.
- Some background information to explain: Mr. Wood traveled to Nepal and met many children who did not have access to school books and resources. Room to Read reaches many countries like Vietnam, Cambodia, India, Sri Lanka, Laos, and South Africa and provides them with these resources.
- Ask youth if they have heard of other countries that have issues with poverty and lack of education. Locate these places on a map. (Optional: Access the Internet, newspapers, or a library to find out whether or not those countries have universal primary education.)
- Ask youth if they think the group can do something to help children around the world go to school. Discuss their answers.

#### EXTENSION

- (Optional): If you have access to a computer lab or a library with computers, have youth work in small groups to gather information about the millennium development goal related to education here: http://www.unicef.org/voy/ explore/mdg/explore\_mdg.php.
- Ask youth to discuss how they can help support this initiative.
- Tell youth that they can write letters to lawmakers to encourage them to help other countries guarantee an education for all children.

#### Take Action: Service Activities for Youth

Remind youth that millions of children in the world do not have access to school.

### **Ask:** Would the world be a better place if everyone attended school? How?

Have youth hold a Read-a-Thon to raise awareness of the obstacles some children face in obtaining an education. Youth will make posters and fliers to explaining their cause to their families, classmates, and friends. They may wish to invite others to join in and read as many books as possible to spread the word.

#### REFLECTION

- How do you feel about joining a cause?
- Is there something else you would do to influence decisions on other issues? If so, which issues are you interested in influencing?
- What rights and responsibilities do we have as citizens? How can you make a difference?



When youth offer their opinions and suggestions to the service projects, they are using their voice—an instrumental part of service-learning. Encourage youth to design the activities and outreach for the read-athon. This may include other groups, parents, and community members. They may have guests read aloud books and have silent reading time and active game time. A read-a-thon often involves collecting pledges and donating to a charity. Allow youth to select the recipients of the donations, which may be books or money.

#### **CROSS-CURRICULAR ACTIVITIES**

**Social Studies:** Read about the history of Afghanistan. This country has been torn apart by war and political fighting. Many freedoms have been lost, especially for women and girls. Discuss changes and hopes for the future.

**Math:** Have youth keep an accounting of the funds or other donations collected for the read-a-thon.

**Literature:** An important part of education is learning to read and reading to learn. Teach youth about the variety of genres available in literature (e.g., fiction, mystery, nonfiction, fantasy), and have them select a book to read from a specific genre (e.g., nonfiction).



#### Topic/Tilles

What Makes a Good School?

#### Duration8

Four 30–45 minute activity sessions

#### **Materials**

- Several sets of dominoes (one set for each group of three to five participants)
- A sheet of paper for each student (can be recycled paper with one blank side)
- Pencils for half the group (old and broken pencils are best)
- Student copies of *Schooling Across the Globe* worksheet
- Chart paper and markers
- Internet access for YouTube video/research/access to online article (optional)
- Five paper signs to hang around the room with the following text written on them: School Year, School Day, Class Size, Typical Studies, Interesting Facts

#### VOCABULARY

**Global:** related to issues across the globe—a perspective that takes into account the interconnectedness of people, countries and institutions from across the world.

#### Unit Summary:

Youth will develop teamwork skills. They will read and learn about a group, Impuhwe, that supports girls' education in Rwanda. Youth will compare and contrast attributes of school systems across the globe. They will work in small groups to identify the successes and possible improvements in their own school system. Youth will take action by participating in an activity that raises awareness about schools that do not have sufficient resources.

#### The Learner Will:

- Compare and contrast educational practices around the world.
- Identify where local and global schools succeed and fall short of goals.
- Participate in a day of awareness for schools that lack basic resources.

### **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** Show the video on the home page of Richard's Rwanda, IMPUHWE which describes the work of a Seattle teen who started a nonprofit to help girls in Rwanda go to school (http://richardsrwanda.org/). Tell youth that Jessica Markowitz founded Richard's Rwanda-IMPUHWE when she was in the 6th grade at only 11-years-old! Jessica's family met a Rwandan man named Richard who told them about educational opportunities for girls in his home country. Jessica worked with a team of classmates to build this program to help support girls in Rwanda. Read the following description of the movement to youth:

- "Richard's Rwanda is a group of Seattle students working together to support Rwandan girls' education. Its members provide financial support to low-income girls in the rural area of Nyamata so that they may complete elementary school, middle school, and six years of secondary school (high school). The goal of the organization is to allow the girls to complete their educations and to enhance their ability to earn income and become leaders in their community."
- "In 1994 there was genocide in Rwanda—one million people were killed. Genocide is a type of war in which one group of people tries to completely eliminate a group of people different from them. Many children lost their parents and stopped attending school because they could not afford to attend. Richard's Rwanda is helping 30 girls in Nyamata, Rwanda, by supplying them with uniforms, books, notebooks, and pencils in order to attend school. Eventually, the Seattle group hopes to build a library or learning center for the current and next generation of girls in Nyamata."

#### Ask:

- How do you think Jessica and her classmates are making a difference in the lives of girls across the world?
- Why do you think Jessica asked friends to help her rather than working alone?
- How do you think educating girls helps them to become leaders in their community?
- Why should someone from Seattle, Washington, take action to help girls across the world? Does what occurs across the world affect us? How and why?

Tell youth to compare their own school to other schools locally and, if possible, globally. Have them research the number of students in a class, school fees and number of "specials" (art, music, PE) etc. Tell them that their opinions and actions will help schools in need around the world to get the resources they need today and in the future. They will refer to this research in the following activity. **ACTIVITY TWO:** Give each young person a copy of the *Schooling across the Globe* (in Background section) information sheet and have them look at the table, comparing the school characteristics of different countries. As they read, students should think about what school features might make schools better for all learners. Ask them to pick out a feature that they think helps kids to learn better and highlight it on the worksheet.

Move youth into small groups based on the school attribute they highlighted on the worksheet. To do this, create the following signs (based on the worksheet categories) and hang them on the walls around the room: School Year, School Day, Class Size, Typical Studies and Interesting Facts. Tell youth to stand by the sign that names the category they highlighted on the worksheet.

In small groups, youth discuss the following questions (bringing in the information gathered in Activity One):

- What was the most interesting fact to you and why?
- What can we do to help all learners?
- What does our school do well?
- What can we do to improve our school?
- What is the main goal of education locally? Globally?

Return to a whole class and have each group share a concise answer to each question. Write the groups' answers on three chart papers with the following headings: Main Goal of School, What Our School Does Well and School Improvement Ideas. When all groups have reported, discuss their ideas as a whole group.

#### Ask:

- Do you think your school is preparing its youth for life as successful adults?
- Whose responsibility is it to improve schools?
- How do you think quality education affects the whole country? The whole world?
- What else do you want to know about this issue or topic?

#### EXTENSION

(**Optional):** Youth carry out their plan and hold a Sit for Good event in their school(s), or hold a modified version of the event in the afterschool program. The event should include opportunities for educating others (program staff, teachers, parents, etc.) about schooling around the world, and might include a fundraiser for schools in need of resources.

#### Take Action: Service Activities for Youth

Have youth sit on the floor in a large, open space. Give them each a piece of scrap paper and a pencil to share between groups of two. Tell them that you want them to draw an outline of Africa and sketch in and label at least ten countries.

After youth work on this assignment, ask them to stop and discuss the experience. They will have been sharing a pencil and supporting the paper on the ground, their palms, or in the air, making it rather difficult to draw and write.

#### Ask:

- Is this a good learning environment? Why or why not?
- What was difficult about completing the assignment?
- How was your experience similar to that of students who don't have enough educational resources?
- Does the quality of schools affect your life? Why or why not?

Tell the youth about "Sit for Good," a project of Building Tomorrow, a nonprofit organization that raises awareness of the educational inequities in countries like Eritrea, Ethiopia, Djibouti, Somalia and the Sudan. View the following video (1:27) of Bishop Tutu introducing the need for action: http://www.buildingtomorrow.org/zeta/get-involved/.

If you do not have Internet access, read the following description:

"Your class (or school) agrees to give up your desks and other classroom luxuries (excess school supplies, extra books, electronics, etc.) for a day and sit on the floor to raise awareness about the need for some of the most basic (and absolutely necessary) learning tools in classrooms around the world, all the while participating in classroom activities aimed at teaching your students about the power and importance of an education." Youth work in groups to create a poster, presentation, or letter explaining the "Sit for Good" program. Their project may be shared with people in their school to begin conversations about having a "Sit for Good" school day to raise awareness, and possibly raise funds, for schools in countries with very little resources for education. Read here about what youth can do at their schools to get involved: http://www. buildingtomorrow.org/zeta/get-involved/teachers/sit-for-good/

#### REFLECTION

- What did you discover about the world? Your community? Yourself?
- What is life like for someone who does not have access to school?
- What is life like for someone who attends a school that has little to no resources?
- Do you think holding a Sit for Good event at your school is a good idea? How would you go about planning and holding an event?



When youth offer their opinions and suggestions to the service projects, they are using their voice—an instrumental part of service-learning. Ask youth the following questions: How can you communicate your ideas about making schools better for all learners around the world? How might you get others to care about and act on this issue?

#### **CROSS-CURRICULAR ACTIVITIES**

- Math: Compare primary education statistics in different countries (see background statistics).
- Social Studies: Locate countries on a world map with the greatest needs related to education.
- Writing: Write a description of what would make schools have a highly successful educational system. List examples such as Japan's system for math, science and technology.

# 9-12

#### Topic/Titles

Education for Girls

#### **Durations**

Four 30-45-minute activity sessions

#### **Materials**

- Internet access for video and online article/statistics (if possible)
- Chart paper for group notes

#### VOCABULARY

**Global:** related to issues across the globe – a perspective that takes into account the interconnectedness of people, countries and institutions from across the world.

**Gender disparity:** the unequal treatment of males and females, often referring to girls/women having fewer opportunities than boys/men.

#### **Unit Summary:**

Youth analyze the effects of education on individuals, communities, and the world. Youth play a game in which they work together as a team while holding hands. They demonstrate that we are all connected and that others are affected by things that we believe only affect us. Youth read and review statistics that highlight the lower number of girls than boys who attend schools around the world. They identify the reasons for gender inequality in schools and explore what policies and measures are in place for achieving universal primary education for kids all over the world. Youth take action to either raise funds and/or to increase awareness of the importance of education for students in developing countries.

#### The Learner Will:

- Identify countries without universal primary education.
- Read and summarize goals 2 and 3 of the UN's Millennium Development Goals.
- Describe the barriers to educating all children in developing countries.
- Share their opinions and ideas verbally and in writing.
- Participate in raising awareness and funds for schools that lack basic resources.

### **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** Ask youth to imagine the following: You have arrived at school and, just as classes are beginning, an announcement is made that all schools in the U.S. will be closing permanently as of noon on that day. The government has determined that it does not have money for education. The announcement says that everyone is to clean out his or her personal belongings and leave the building by 12 pm sharp.

Allow youth to react to the announcement. Then divide youth into three groups and ask that each group think about the long-term effects of not having access to school. One group may discuss the effects on students and their families. Another group may discuss the effects on the community and U.S. The third group may discuss the effects on the world. Groups share their discussion summary with the whole class and decide whether their feelings have changed since their initial reaction to the announcement.

#### Ask:

- What would you do if you didn't go to school? How would your future change without school?
- What benefit does school provide to individuals?
- What benefit does school provide to the community?
- What benefit does schooling all children have on the world?

**ACTIVITY TWO:** Show the following brief video presentation called The Girl Effect: **www.girleffect.org** 

Ask youth to suggest reasons why developing countries might not have universal primary education, particularly not for girls. Write their suggestions on chart paper.

After the video, have youth discuss idea that educating girls in developing countries can change the world. Ask what people across the world can do to promote education for all children. Encourage them to think about how the world is interconnected.

Give small groups a copy of the information sheet "Interesting Facts about Learning from Across the Globe." Tell the groups to take notes and to prepare to report to the whole class on the following questions:

- What is gender disparity in education?
- What keeps children out of school in some areas?
- How are education and jobs related?
- What are the positive effects of mandatory primary education? Are there negative effects?

After 15 to 20 minutes of research/discussion in small groups, meet up as a whole group and discuss the findings of each group. Write some of their main points on the chart paper. When all groups have reported, discuss the possible effects of educating all children.

**STUDIES, AND INTERESTING FACTS** Tell youth to stand by the sign that names the category they highlighted on the worksheet.

#### EXTENSION

Have small groups of youth pick a foreign country and research its education policies. Have youth bring all of their research together and look at trends across different countries. Compare to US policies. In small groups, youth discuss the following questions (bringing in the information gathered in Activity One:

- What was the most interesting fact to you and why?
- What can we do to help all learners?
- What does our school do well?
- What can we do to improve our school?
- What is the main goal of education locally? Globally?

Return to a whole class and have each group share a concise answer to each question. Write the groups' answers on three chart papers with the following headings: Main Goal of School, What Our School Does Well, and School Improvement Ideas. When all groups have reported, discuss their ideas as a whole group.

#### Ask:

- Do you think your school is preparing its youth for life as successful adults?
- Whose responsibility is it to improve schools?
- How do you think quality education affects the whole country? The whole world?
- What else do you want to know about this issue or topic?

#### Take Action: Service Activities for Youth

Have youth sit on the floor in a large, open space. Give them each a piece of scrap paper and a pencil to share between groups of two. Tell them that you want them to draw an outline of Africa and sketch in and label at least ten countries.

After youth work on this assignment, ask them to stop and discuss the experience. They will have been sharing a pencil and supporting the paper on the ground, their palms, or in the air, making it rather difficult to draw and write.

**ACTIVITY THREE:** Display the website for the UN's Millennium Goals. Read about the background here: http://www.un.org/millenniumgoals/bkgd.shtml

If you do not have access to the Internet, share this summary:

"The eight Millennium Development Goals (MDGs) which range from halving extreme poverty to halting the spread of HIV/AIDS and providing universal primary education, all by the target date of 2015 – form a blueprint agreed to by all the world's countries and the world's leading development institutions. They have galvanized unprecedented efforts to meet the needs of the world's poorest (United Nations, 2000)."

Read over the second and third goals (below) relating to universal primary education and gender equity. Then show youth how they can get involved in helping to reach the goals here: http://www.unicef.org/voy/explore/mdg/explore\_mdg.php.

Goal Two: "Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling"

Goal Three: "Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015"

#### Ask:

- Whose responsibility is it to improve schools in developing countries?
- How do you think quality education affects your neighborhood? The whole country? The whole world?
- What else do you want to know about this issue or topic?



When youth offer their opinions and suggestions to the service projects, they are using their voice—an instrumental part of service-learning. Ask youth the following questions: How can you communicate your ideas about making schools better for all learners around the world? How might you get others to care about and act on this issue? Tally students' answers and pick one to execute.

#### **CROSS-CURRICULAR ACTIVITIES**

- Writing: Write a letter of advocacy describing the needs for schools in developing countries.
- **Civics:** Discuss the Civil Rights Movement in the US and identify successful methods of creating change in the face of injustice. In that case, how did the nation's laws support the efforts of civic action? How can the UN agreements support efforts to change injustice in the world?

#### Take Action: Service Activities for Youth

- Discuss ways that young people can make a difference by raising awareness of these issues. Suggest holding a rally, or having guest speakers come to create a round table discussion. Youth may wish to pick a part of the school to decorate with posters and slogans. Ask permission to create a mural- either on butcher paper (to be taken down) or on the wall directly. If there is a media specialist available, ask youth if they're interested in making their own documentary film.
- Find creative ways to raise money and supplies for schools in developing countries. Some suggestions might be to organize a show with an educational theme, to host a 5K run or to hold a bake sale.

#### REFLECTION

Discuss the following questions:

- What did you discover about education in the world? In your community? For yourself?
- What might life be like for someone who does not have access to school?
- What do you want for the girls in areas where there is not mandatory primary education? What do you think they want for themselves?
Theme

What Does it Mean?

## Sustaining Our World

#### BACKGROUND

"The significant problems we face cannot be solved with the same level of thinking we used to create them."

#### —Albert Einstein

As defined by the U.S. Environmental Protection Agency, sustainability "calls for policies and strategies that meet society's present needs without compromising the ability of future generations to meet their own needs." Sustainability is not only about maintaining and improving our physical environment, but about maintaining and improving our way of life. It is possible to enjoy the same comforts and resources that we do now without compromising the ability of future generations to do so. However, in order for this to happen, we need to change the ways that we think and act. For over a century, human beings have been treating the world as if its resources were infinite; as if we could continue taking from our planet without ever giving back. Recent developments in our environment, in our economies and in our dwindling levels of resources have proven that this is not a responsible way to act. We must re-evaluate our priorities, take a closer look at the way we use our resources and make positive, incremental changes so that we can bring positive benefits to our lives, and to the lives of our children.

## A CLOSER LOOK Some Facts and Resources for Sustainability

- Environmental Protection and the Human Footprint: Air pollution, global warming, deforestation, water contamination and other harmful circumstances put our planet's sustainability at risk.
  - For more information on the top environmental concerns, visit Green Living at greenliving.lovetoknow.com/Top\_30\_ Environmental\_Concerns

- Global Leadership and Collaboration: Sustaining and protecting our environment and livelihoods are shared priorities across the world. The United Nations Environmental Programme works to promote effective responses to international environmental challenges and foster cooperation on environmental issues among the international community. The group's six priority areas include climate change, disasters and conflicts, ecosystem management, environmental governance, harmful substances and resource efficiency (United Nations Environmental Programme).
  - To learn more about global leadership to protect the environment, visit www.unep.org
- Global Warming: Carbon dioxide and other gases warm the surface of the planet naturally by trapping solar heat in the atmosphere, which keeps our planet habitable. Global warming is caused by burning fossil fuels such as coal, gas, and oil and clearing forests, all of which have dramatically increased the amount of carbon dioxide in the Earth's atmosphere, therefore forcing temperatures to rise. We're already seeing changes. Glaciers are melting, plants and animals are being forced from their habitats, and the number of severe storms and droughts is increasing (The Evidence).
  - To learn more, consider viewing the documentary An Inconvenient Truth or visiting www.climatecrisis.net
- Population Growth and Overpopulation: Human population rates have significantly increased over the past two centuries, largely due to medical, technological and economic advancements. This rapid growth has been associated with environmental changes including:
  - Increasing greenhouse gas emissions that may produce dramatic climatic change, and the destruction of tropospheric ozone
  - Toxification of the soil, air and water
  - Environmental degradation such as deforestation
  - Loss of biodiversity or the planet's range of life forms
    (Demographic Transition: An Historical Sociological Perspective)

- Preservation of Natural Resources: According to the 2005 Millennium Ecosystem Assessment, over the past half-century "humans have changed ecosystems more rapidly and extensively than in any comparable period of time in human history, largely to meet rapidly growing demands for food, fresh water, timber, fiber, and fuel." The assessment found that about 60% of the ecosystem services evaluated are being degraded or used unsustainably (Overview of the Millennium Ecosystem Assessment). New York State is rich with natural resources, including water, timber, and natural gas, and there are many ways in which young people can take action to protect natural resources in their communities.
- **Role of Government:** The U.S. government plays a tremendous role in environmental protection and building a sustainable future.
  - To explore ways in which young people can learn more about the government's work and getting involved, visit the Environmental Protection Agency at www.epa.gov/epahome/citizen.htm
- Urban Environments: Urban planning is a process by which professional planners guide the development of a city or town so that it furthers the welfare of its current and future residents by creating convenient, equitable, healthful, efficient and attractive environments. Any aspect of a neighborhood that is not part of the natural environment is called the "built environment."

#### A CLOSER LOOK Thinking for Sustainability

Addressing sustainability requires systems-thinking or a perspective that requires consideration of the whole, parts of the whole and how these things relate to one another. For example, when thinking about pollution, the systems-thinker considers local pollution and its impact on other communities, countries and the world, as well as how worldwide pollution may affect the local community.

Per The Cloud Institute, there are several "Habits of Mind" that support sustainability (Education for Sustainability). They include:

- Understanding of Systems as the Context for Decision Making: The extent to which one sees both the whole system and its parts as well as the extent to which an individual can place one's self within the system.
- Intergenerational Responsibility: The extent to which one takes responsibility for the effect(s) of her/his actions on future generations.
- Mindful of and Skillful with Implications and Consequences: The extent to which one consciously makes choices and plans actions to achieve positive systemic impact.
- Protecting and Enhancing the Commons: The extent to which one works to reconcile the conflicts between individual rights and the responsibilities of citizenship to tend to the commons.
- Awareness of Driving Forces and their Impacts: The extent to which one recognizes and can act strategically and responsibly in the context of the driving forces that influence our lives.
- Assumption of Strategic Responsibility: The extent to which one assumes responsibility for one's self and others by designing, planning and acting with whole systems in mind.
- Paradigm Shifter: The extent to which one recognizes mental models and paradigms as guiding constructs that change over time with new knowledge and applied insight.

#### **KEY PROGRAM RESOURCES AND TOPICS:** Sustaining Our World

#### The Cloud Institute—Education for Sustainability

A one-stop resource for youth sustainability education. **www.cloudinstitute.org** 

#### New York State Department of Environmental Protection— Environment Resources Map

An interactive map highlighting the resources and environmental problems facing different geographical areas. **www.dec.ny.gov/imsmaps/ERM/viewer.htm** 

#### The Habitable Planet – Online Textbooks

Free, full-text versions of multiple textbooks covering a variety of different sustainability-related topics.

www.learner.org/courses/envsci/unit/index.php

#### The Waters Foundation—Systems-Thinking in Schools

A free, one-stop resource for information, materials, and guidance regarding Systems-Thinking. **www.watersfoundation.org** 

#### **UNESCO**—Teaching and Learning for a Sustainable Future

A free, extremely comprehensive resource for sustainability education offered by UNESCO.

www.unesco.org/education/tlsf

#### National Geographic Channel—Various Games

Fun, free, interactive games that teach youth about environmental sustainability issues across a variety of topics. **channel.nationalgeographic.com/channel/games** 

#### WEACT—Environmental Justice Resources

A comprehensive resource center for those looking to get involved in environmental justice.

www.weact.org



#### Topic/Tilles

Sustainability/It Is a Small World!

#### **Durations**

Five 20–30 minute activity sessions

#### **Materials**

- Shrinky Dinks plastic sheets (available at Amazon or local craft store); cut into 1" x 2" pieces for students; use a hole punch to make a hole near the top of the narrow end. Alternative Note: a Styrofoam cup shrinks in a 250 degree oven (place decorated cup bottom-side-up on a cookie sheet).
- Blue and green colored pencils
- Access to a toaster oven or oven to shrink the Shrinky Dinks
- Thin string for necklace
- Printout for each student of the lyrics to the song "It's A Small World" (found at the following site: http://www.niehs.nih.gov/kids/ lyrics/smworld.htm)
- Music and video of the song, if possible http://www.youtube.com/ watch?v=gqTyBBit7NI
- A globe or map
- *The Earth and I* by Frank Asch (Asch, Frank. The Earth And I. New York, NY: Scholastic, 1994: ISBN: 0-590-89752-7)
- Watercolor paints and brushes
- White paper appropriate for painting

#### Unit Summary:

This unit helps youth recognize that they belong to a global community that shares resources and interests. Learners define *stewardship* and exhibit responsibility by helping to care for our "small world."

#### The Learner Will:

- Describe a variety of natural features (not human made) of the world.
- Explain what the phrase "It's a small world" means.
- Define environmental stewardship.
- Create a watercolor picture of one example of taking care of the Earth.
- Brainstorm ideas for an Earth Day project.

## **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** Give each child a 1 inch by 2 inch rectangle of Shrinky Dink plastic with a hole at one end. They will be making world necklaces with this material that shrinks to about half the size when it is heated. Tell youth to use blue and green colored pencils to draw a simple globe on their Shrinky Dink paper. They should add their initials for identification. (Follow the instructions on the packaging for shrinking the Shrinky Dinks in an oven or toaster oven.) After the pendants are shrunk, help the children string their pendants and wear their small worlds as necklaces.

Show youth a globe and ask them what it means when people say, "It's a small world."

Ask the learners if they have ever been far from home when they saw someone or something familiar from home. Listen to a few stories or tell one of your own. Tell them that people say the world seems small when this happens. Talk about why that makes the world seem smaller. Ask children to look at tags in their clothing for countries around the world. Find those locations on the map and reflect on the fact that we wear clothes that were made all over the world. Talk about why that makes the world seem smaller.

Also, say that the world seems small when we realize we share resources with or feel connected to people from all over the globe. Point to places around the globe and name some things we share. For example, we share the same stars with people in Chile or we share the same water supply with people in Kenya. *Talk about why that makes the world seem smaller.* 

**ACTIVITY TWO:** *Play the song* "It's a Small World." (see Materials list for Internet links). Ask youth to listen carefully to the words and follow along with the text. Play the song again and encourage them to sing along. Repeat the song until youth are comfortable singing the chorus of the song.

Discuss the lyrics of the song by asking youth to point out lyrics that seem important or interesting. Discuss what the lyrics mean to them.

#### Ask:

What does the song mean by "there's so much that we share"? What do we share? How do we share these things?

Discuss how people across the world are alike in many ways (e.g. we share the same natural resources).

**ACTIVITY THREE:** Refer to the globe to point out amazing features of the Earth, such as mountains, oceans, and other landforms. Name some of the continents and countries and describe the different climates and beautiful regional characteristics. Tell youth that although we live in different places, do different things and dress differently, we all have the Earth in common.

Tell youth that it is for our common good that we all take care of the Earth we share. Since we all share the Earth, it is everyone's responsibility to take care of it. The responsible maintenance and care of the earth and its environment is called *environmental stewardship*.

#### EXTENSION

Learn about the history of Earth Day. Earth day is observed in the United States on April 22nd. It was founded by Senator Gaylord Nelson, and the first official demonstration was in the spring of 1970. Read about the origins of Earth Day at http://wilderness.org/content earth-day-history-and-gaylord-nelson

#### VOCABULARY

**Common Good:** what is best for all

**Service:** contribution to the welfare of others

**Philanthropy:** giving time, talent, and treasure and taking action for the common good

**Environmental stewardship:** the responsible maintenance and care of the earth and its environment

**Sustainability:** a method of using resources so they are not damaged permanently (preserved for future generations)

**Environmentalism:** advocacy for the preservation of the natural environment

Introduce the book *The Earth and I* by Frank Asch by saying that it is a book about environmental stewardship. The child in the story takes the reader on an exploration of what the Earth has to offer and how we can help preserve its resources. Ask them to listen for ideas they can do themselves.

After reading the story, brainstorm with the group a list of ways the child in the story was able to help care for the Earth. Tell them that these are examples of stewardship of the Earth (planting, raking, picking up trash, etc.).

Define actions of service by using the word *philanthropy* as giving time, talent and treasure for the common good. Tell youth that an act of stewardship is an example of *philanthropy*. When they give their time to pick up trash or plant trees, they are doing it for the common good of everyone in the world.

Ask them whose responsibility it is to take care of the Earth. Discuss.

**ACTIVITY FOUR:** Frank Asch used watercolor to create the illustrations in *The Earth and I*. Look back through the story and talk about the illustrations and techniques with the group. Provide youth with watercolor paints. Ask them to illustrate themselves taking care of the Earth. Help youth write a sentence to describe the actions in their pictures.

Allow time for learners to share their finished work with the group. List some of their ideas of stewardship on a display board. The finished products (paintings with sentences) may be displayed in public areas at school and in the community.

#### Take Action: Service Activities for Youth

Take action to make sure we are good stewards of the resources we share globally. The following are some project ideas, but the facilitator should solicit ideas from youth:

- Create a backyard or schoolyard wildlife habitat: http://www.nwf.org/Get-Outside/Outdoor-Activities/Garden-for-Wildlife/Create-a-Habitat.aspx?CFID=23988905&CFT0KEN=9e 11d83a58aa351b-FFC53401-5056-A868-A0EE93B9BE4E7DF4
- Establish recycling or composting in an area where people are still throwing away too much garbage.
- Raise awareness locally about using reusable water bottles rather than buying bottled water.



When youth offer their opinions and suggestions to the service projects, they are using their voice—an instrumental part of service-learning. Brainstorm ideas for a group project for Earth Day locally or globally. Ask youth to think of activities that exhibit care for the Earth we share and demonstrate to others that stewardship of the Earth benefits everyone and is everyone's responsibility.

#### **CROSS-CURRICULAR ACTIVITIES**

**Science:** Create a compost pile and study the life cycle it presents.

**Reading:** Read *Just a Dream* by Chris Van Allsburg and reflect on how our actions affect our children's future.

**Math:** On garbage collection day, walk around the immediate neighborhood and count the number of families/buildings that recycle and then the number of families/buildings that do not have recycle bins. Compare the numbers when you get back to the room.

**Social Studies:** Observe facts about the climates and environmental issues of locations around the world.

#### REFLECTION

- Are we doing something that keeps the world in top shape for the future families?
- What did you discover about caring for the world? Your community? Yourself?
- Who cares about environmental issues locally and globally? How might you get others to care about and act on this issue?



#### Topic/Tilles

Sustainability/The Garbage Patch

#### Duration8

Five 20–30 minute activity sessions

#### **Materials**

- Internet access to view videos about plastic garbage in the ocean, if possible
- Projection equipment, if available

#### VOCABULARY

**Great Pacific Garbage Patch:** a collection of garbage, mostly plastic, gathering in the north Pacific; the largest landfill on Earth

#### Unit Summary:

Youth learn about a great patch of garbage, mostly plastic and twice as big as Texas, in the middle of the Pacific Ocean. Youth learn the effects of plastic garbage on the environment, including the lives of animals. They take action by reducing their own use of plastic bags and by telling others to take reusable bags to the grocery store. To take further action, youth may propose ways to change laws so plastic bags are banned, taxed or not given out for free.

#### The Learner Will:

- Locate the garbage patch in the Pacific Ocean between San Francisco and Hawaii.
- Identify who in the world is affected by litter in the world's oceans and who creates the pollution.
- Share information through posters and letters about plastic bags with family, community, and lawmakers.
- Make a personal commitment to reduce consumption of plastic and plastic bags.

## **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** Hold a garbage collection contest. Move youth into work teams and give them plastic gloves and trash containers (one bucket or trashcan per group). Take them outside to an area where there is some litter. Time the groups and tell them to pick up as much garbage as they can in that time (be sure to warn them to avoid picking up harmful litter). Meet back in the room and measure the trash each group collects. They may measure its volume or weight. Recycle the items collected. The group with the most trash collected is the winner. Make sure youth dispose of the gloves and wash their hands. Note: if your group is in an area where this outdoor activity is not an option, have youth discuss the types of litter they have observed in parks and on the street. Discuss youth observations.

#### Ask:

- How did this garbage end up on the ground? (People may be careless or it may fly out of the garbage can)
- What types of garbage were most common? (This can be an estimate or actual counting/graphing of collected trash.)
- How do you think we can reduce the amount of litter in our community?

Tell youth that they will be learning about one large source of pollution in the world that they can do something about: plastic bags.

ACTIVITY TWO: If you have Internet access, show one or both of the following brief videos about the issue of plastic bags in the ocean: The Bay vs. the Bag: http://www.youtube.com/watch?v=jSD21zp89zM or Plastic Kills: http://www.theplastiki.com/2010/09/plastic-kills-video/

#### Ask:

- Are these videos real or an exaggeration? Discuss.
- Why might an artist or writer use exaggeration to point out a real issue? Why does it work?
- What are the real issues the videos address?
- What can we do about the problem?

**Note:** If you do not have Internet access in the facility, print out one or both of the following articles for background information to read and discuss: Mexico City Bans Plastic Bags, **http://www.care2.com/causes/ environment/blog/mexico-city-bans-plastic-bags/**: The following paragraphs from the article show what some places are doing to reduce plastic bag waste:

"In March of 2007, San Francisco enacted an ordinance that gave supermarkets six months and large chain pharmacies about a year to phase out the bags. Los Angeles is set to impose a similar ban if the state of California does not enact a statewide 25-cent fee per bag by July. "Around the world, plastic bags are either completely banned or significantly taxed in: South Africa, Eritrea, Rwanda, Somalia, Tanzania, Kenya, Uganda, several cities in India, China, Ireland, Italy, Belgium, Switzerland, Germany and Holland. Both the United Kingdom and Australia are considering similar measures."

**Myth:** Plastic Bags Are Free, **http://www.reuseit.com/learn-more/myth-busting/plastic-bags-are-free**: This article analyzes the production, consumer and pollution costs of plastic bags.

**ACTIVITY THREE:** Introduce youth to the largest landfill on Earth. Located to the west of San Francisco, the Great Pacific Garbage Patch is a concentration of small bits of plastic and other trash floating in the ocean and gathered up by currents. It is in the middle of the ocean and growing rapidly as people continue to throw away items that end up in the ocean. These are items that are not recycled, but thrown on the ground or blown by the wind out of open trash cans or landfills. (Ask youth if they have ever seen a plastic bag carried by the wind.)

Show youth on a map where the Garbage Patch is located.

The following resources have information either for facilitator background or to share directly with youth about the Great Pacific Garbage Patch:

- Good Morning America: http://www.youtube.com/watch?v=uLrVCI4N67M
- Planet Green: http://planetgreen.discovery.com/travel-outdoors/thepacific-garbage-patch-explained.html
   (Preview this site and choose from the many options what is age appropriate to discuss and show your group.)
- Gorilla in the Greenhouse: http://www.greengorilla.com/video-post/great-pacific-garbage-patch
- Kids Konserve: http://blog.kidskonserve.com/the-great-pacific-garbage-patch

Ask youth who they think is directly affected by this garbage. They may feel that nobody is directly affected by it because it is in the middle of the ocean. Discuss whether the ocean is a good place for us to store our waste. Ask, why or why not?

#### Ask:

- Where does the garbage come from?
- What other ways have people contributed to pollution of the Earth's water? (sewage, fertilizers, oil spills, illegal dumping)
- Why is it hazardous to animals?
- Who is responsible for creating the garbage?
- Who is responsible for cleaning it up?
- Do you think it is important to stop producing so many throwaway products? Why or why not?

**ACTIVITY FOUR:** Tell youth that polluted water affects us all now and in the future because water is a resource we share with all people and animals. What we do locally ends up in the global water system. Water is never created; it is recycled and shared repeatedly.

Put five pieces of chart paper around the room. Assign groups of three or four to each paper. Write the following questions at the top of the charts (one question per paper):

- What are creative ways to reuse plastic bags?
- Where do you get plastic bags/who gives them to you?
- Where are some strange places you have seen a plastic bag?
- What are some ways that plastic bags harm the environment?
- What plastic products can you stop buying or using because you can do without them?

#### EXTENSION

Set up a mini compost pile outdoors in a large clay pot or in a wooden frame. Fill the container with half green stuff and half dry filler. Green stuff may be vegetable peelings and grass clippings; dry filler may include dried leaves or strips of newspaper. Add worms in soil gathered from yards. Stir the contents a couple times a week, and keep it moist, but not wet. Experiment with small quantities of different types of waste to observe how long they take to break down. Try small pieces of different food items (not meat) and small bits of a plastic bag. Keep a chart describing the rate of decomposition. Search the Internet for compost or worm bin instructions for your area (urban or rural).

Youth work in groups to brainstorm for two minutes at one chart paper. Have them move to the next chart paper and add to the brainstorming of the previous group. Repeat until all groups have added ideas to all charts. When the groups are back to their original charts, have them star the two or three best ideas from the chart and read them to the whole group. Post the charts for everyone to read over the next several days.

#### Take Action: Service Activities for Youth

- Youth may sign personal statements to promise to reduce their use of plastic and plastic bags.
- They may use their communication skills (verbal, written, and technology) to share their brainstormed information from Activity Four with others and spread the word of the importance of avoiding plastic.
- They may research cities, states and countries that have banned the use of plastic bags.
- They may write to municipal and state legislators about the need to limit the use of plastic bags.
- Youth may be ready to write letters to lawmakers requesting that a law require local stores to charge for plastic bags.
- They may support a national effort to raise awareness about reducing the use of plastic bags.

They may design and sell reusable bags locally.

#### REFLECTION

- What can we do today to reduce the problem of plastic bag pollution?
- Who cares about this issue locally and globally? How might you get others to care about and act on this issue?



When youth offer their opinions and suggestions to the service projects they are using their voice—an instrumental part of service-learning. Follow the enthusiasm of youth to determine what action to take. Their action may involve influencing their family and friends, their community, or state laws. The action may be based on the problems they have personally observed and felt.

#### **CROSS-CURRICULAR ACTIVITIES**

- Math: Calculate the area of the Garbage Patch by finding out the area of Texas and doubling it.
- Social Studies: The Great Garbage Patch is made possible by ocean currents. Explore an explanation of the ocean currents; in what direction do different currents move and which ones are warm or cold?
- Writing: Write a persuasive essay about the importance of recycling plastic or of reducing consumption of onetime-use products (such as plastic plates and cups).



#### Topic/Tille8

Sustainability/Water Quality and Sustainability

#### Duration8

Four 30-45 minute activity sessions

#### **Materials**

- Clear glass of water with a little chocolate syrup stirred in
- Large strainer
- Coffee filter
- 1/2 inch layer of sand
- 1 inch of top soil
- A cup to hold dirty water

#### **VOCABULARY**

**Environmental stewardship:** the careful and responsible management of our environment

**Sustainability:** a method of using resources so they are not damaged permanently (preserved for future generations)

#### **Unit Summary:**

This unit raises the learners' awareness of water quality, water treatment and responsible management of water resources around the world. Learners propose ways to promote sustainability of water.

#### The Learner Will:

- Identify regions or countries around the world where the water is not safe for drinking.
- Define environmental stewardship as the careful and responsible management of our environment.
- Identify the stages of the water treatment process.
- Communicate with others about the environmental cost of polluted water.
- Create a poster for promoting responsible water use for a sustainable future.

## **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** Before the activity, pour a little bit of chocolate syrup in a clear glass of water. This will appear dirty but will be safe to drink.

Walk around the room and show the water to the young people. Ask if anyone is interested in drinking the dirty water. After they react to that request, drink it right in front of them and act as if it is delicious.

#### Ask:

- Why does it bother you to think about drinking dirty water?
- How does water get dirty? Can you always see the pollutants?
- How is it cleaned up?
- Is there anything we do that pollutes water?

**ACTIVITY TWO: Water Purification Project:** Set up the following as a demonstration or provide enough supplies for youth to do it as an experiment. Line a medium-size strainer with a coffee filter. Add a 1/2 inch layer of sand and an inch of top soil. Put the strainer over a clear jar.

Tell the youth that this demonstration represents the natural water treatment process. This is how nature treats storm water flowing over a natural area with healthy drainage.

In front of the youth, stir 2 tablespoons of dirt into a cup of water, then pour the dirty water through the sand and soil in the filter. Ask youth to observe the water in the bottom of the container and the condition of the sand and soil.

- What does the water look like after it goes through the ground filter?
- What other kinds of dirt or waste do you think this filter system will clean up? Try some of their proposals, if possible.
- Would you drink the water if it was polluted with chemicals, detergents and fertilizers? (The sand and soil might not be able to clean the water.)

Remind youth that the Earth is a closed system—no water is ever added to the system over time, and we share the water with everyone in the world. For that reason, we need to be responsible with the water we use. Talk about practices that keep the water system clean.

**ACTIVITY THREE:** Tell youth that some areas in the world do not have access to clean water. Read the following excerpt from UNICEF (http://www.unicef.org/wash) about clean water:

"Almost 50 percent of the developing world's population—2.5 billion people—lack improved sanitation facilities, and over 884 million people still use unsafe drinking water sources. Poor sanitation, water and hygiene have many other serious repercussions. Children—and particularly girls—are denied their right to education because their schools lack private and decent sanitation facilities. Women are forced to spend large parts of their day fetching water. Poor farmers and wage earners are less productive due to illness, health systems are overwhelmed and national economies suffer. Without WASH (water, sanitation and hygiene), sustainable development is impossible."

Define *environmental stewardship* as the careful and responsible management of our environment. Ask youth whose responsibility it is to care for the world's water quality.

Define sustainability as a method of using resources so they are not damaged permanently (preserved for future generations).

Have youth work in groups to create informational and persuasive posters (or another artistic expression) to display around the program and in other places. The product should encourage others to get involved in promoting sustainable water-use practices (avoid pouring toxic chemicals in the drains, use environmentally friendly soaps, conserve water, recycle "gray water" and harvest rainwater). The following are some optional resources for groups to use for research (either with youth accessing information directly or the facilitator may print these resources in advance):

- The following news clip or article(s) shows lawmakers discussing regulations on water bottlers. This demonstrates one way we can advocate for change to recycle. http://abcnews.go.com/Politics/Health/story?id=8031551&page=1
- World Water Council: http://www.worldwatercouncil.org/index.php?id=25
- Wikipedia includes a table with different countries' access to clean water: http://en.wikipedia.org/wiki/Drinking\_water

#### EXTENSION

Read and discuss the following about sewage treatment in developing countries. Is clean water a human right? The following text is from Wikipedia under Sewage Treatment in Developing Countries:

"Few reliable figures on the share of the wastewater collected in sewers that is being treated in the world exist. In many developing countries the bulk of domestic and industrial wastewater is discharged without any treatment or after primary treatment only. In Latin America about 15% of collected wastewater passes through treatment plants (with varying levels of actual treatment). In Venezuela, a below average country in South America with respect to wastewater treatment, 97 percent of the country's sewage is discharged raw into the environment. In a relatively developed Middle Eastern country such as Iran, Tehran's majority of population has totally untreated sewage injected to the city's groundwater.

In Israel, about 50 percent of agricultural water usage (total use was 1 billion cubic metres in 2008) is provided through reclaimed sewer water. Future plans call for increased use of treated sewer water as well as more desalination plants.

Most of sub-Saharan Africa is without wastewater treatment."

#### Take Action: Service Activities for Youth

Youth may communicate their advocacy for water sustainability to others through social media, posters, artistic expression, or other method.

Start a campaign to promote the drinking of tap water in reusable bottles rather than drinking from disposable water bottles. Youth may spread the word through posters and other advertisements, or they may try to ban disposable water bottles for sale at their school. See Annie Leonard's video on the environmental cost of water bottles: http://storyofstuff.org/ bottledwater/

#### REFLECTION

#### Ask:

- What process do you think the city should use to purify/clean the water you drink?
- How can we be responsible with water?
- Is safe drinking water a a want or a need? Why?



When youth offer their opinions and suggestions to the service projects they are using their voice—an instrumental part of service-learning. Encourage youth to take personal action and be advocates for responsible use of the Earth's water resources. Allow them to choose the service project based on their interests.

#### **CROSS-CURRICULAR ACTIVITIES**

**Math:** Have youth keep track of the amount of water they use in a day. They can then graph and compare their quantities with others.

**Science:** Have youth research the quality of the local water and report on a comparison of the local water with the water quality of other states/countries.

Language: Play Jeopardy or other quiz games with these fun water facts: http://water.epa.gov/ learn/kids/drinkingwater/water\_ trivia\_facts.cfm

# 9-12

#### Topic/Titles

Education for Girls

#### **Durations**

Four 30-45-minute activity sessions

#### **Materials**

- Internet access for video and online article/statistics (if possible)
- Chart paper for group notes

#### VOCABULARY

**Global:** related to issues across the globe – a perspective that takes into account the interconnectedness of people, countries, and institutions from across the world.

**Gender disparity:** the unequal treatment of males and females, often referring to girls/women having fewer opportunities than boys/men.

#### **Unit Summary:**

Compare and contrast the uses and aesthetics of dirt and pavement groundcover. They define impervious ground surfaces and discuss ways to promote environmental stewardship as it relates to the responsible use of land masses.

#### The Learner Will:

- Define "stewardship."
- Write a personal mission statement about *environmental stewardship*.
- Reflect on the advantages and disadvantages of pavement.
- Define the term "impervious surfaces."

## **SUGGESTED ACTIVITIES:**

**ACTIVITY ONE:** Have youth look out the window and describe what kind of groundcover they see. They may describe sidewalks, grass, garden, dirt, sand, woodchips, tar, pavement, cement, paving stones, etc. If you don't have a variety of groundcover outside your window, have them imagine a familiar place that does. As they name what they see, write two lists on the board under the headings "Pavement" and "Dirt." Groundcover like cement, patio blocks, and tar would go under "Pavement," while sand, grass, and woodchips would go under "Dirt."

Tell youth that they are going to play a game in which they will role play as salespeople for either a dirt groundcover or a pavement groundcover company. They will be hired by either the dirt company or the pavement company, and they have to think of creative ways to promote their product or criticize the competition.

Divide youth into two groups and assign dirt to one group and pavement to the other. The groups may spend a few minutes talking about the useful and good things about their product before you come together as one group again. Stand in a circle with the two groups mixed together. Have them toss a ball around the circle randomly. When a player catches the ball, before tossing it to another player, he or she must either say one use or good thing about his or her assigned groundcover or one negative thing about the other groundcover. Encourage creativity and details. Keep a tally of points for each company. Set a time limit of 5 to 10 seconds per student. If a salesperson cannot think of something to say, he or she may pass. Continue playing until salespeople start running out of ideas. The group with the most tallies at the end wins.

After playing the game, review some of the useful traits of both types of groundcover.

Tell youth that there are positive and negative things about pavement, but that there are serious problems that occur in cities when too much ground gets covered with pavement.

Have youth propose potential problems of too much pavement (some sample answers are "higher temperatures" and "less oxygen because there are fewer plants"). Tell them that when there is a lot of pavement, water has no place to go because it cannot soak through to the ground below.

#### Ask:

What would happen if storm water met ground that (because of urban development) was not permeable? (Sample answers: runoff may create flooding, pollution, and degradation of wildlife habitats)

Tell youth that pavement (whether it is considered a plus or a minus) renders the ground impervious. Define the term *"impervious surface"* as a surface that does not allow anything such as plants, animals or water to pass through; the ground beneath it is useless for anything other than (in this case) holding up the pavement.

**ACTIVITY TWO:** Ask youth to think about the meaning of *"paradise."* Tell youth that one definition of paradise is "a place where somebody finds comfort and beauty." Describe a place that you consider to be paradise with the group. Perhaps it is a place you visited, a vacation destination, or even your backyard. Encourage the learners to join you in identifying these types of places. Then ask: *"What would happen to your paradise if it were paved, blacktopped or cemented?"* 

Read the lyrics of "Big Yellow Taxi" by Joni Mitchell. Then play youth the actual song: http://www.youtube.com/watch?v=ZgMEPk6fvpg

Have the whole group discuss the implications of "paving paradise."

Some possible answers:

- 1. Paved areas may be unattractive and may become wasteful or polluted.
- 2. Trees and other plants cannot grow there.
- **3.** Water runoff has no place to go because the ground is impervious.

Ask youth to picture the amount of pavement they see around their homes, their school, and the places they travel. Ask them to reflect over the next 24 hours on this question: *"Is there more pavement than green space in our community?"* 

Discuss the term *"environmental stewardship"* and have the learners share what they know or think they know about the meaning of these words. Once the group has finished hypothesizing, share the definition of environmental stewardship": the careful and responsible management of the Earth's natural resources."

#### Ask:

- Who has been entrusted with the care of the Earth's natural resources? Are they the government's responsibility, the individual's or both?
- What actions can we take as environmental stewards? More specifically, what can we do to care for our natural groundcover? (Possible answers include: plant gardens and plant boxes, collect rainwater, make and distribute rain barrels, write letters to the government about pavement concerns, etc.)

#### EXTENSION

Invite a guest speaker to talk to the group about a sustainability issue. Have youth prepare questions in advance, and then allow time for questions after the guest shares information and resources.

Challenge youth to find music/ songs with an environmental theme. They may bring approved music to play for the group. After they play the music, they describe the song's message and how they feel about it.

#### Take Action: Service Activities for Youth

Have youth write a personal mission statement about environmental stewardship. Define a mission statement as "a concise statement of personal belief and purpose that defines goals and/or sets direction". It doesn't involve specific, measurable actions or how the goals set forth within it will be achieved. Challenge youth to write a personal mission statement in 25 words or less that expresses their personal beliefs about their responsibility to the environment.

Have youth write drafts and meet with others for peer review and editing until they have concise statements using correct spelling, acceptable grammar mechanics and legibility.

After the exercise, encourage youth to take personal action and to advocate for the responsible use of the Earth's water resources. Allow them to choose a service project based on their interests.

#### REFLECTION

When youth are ready to share, have them post their mission statements around the room (with or without names on them). Have youth walk around the room and read each others' statements. Ask that they bring a notepad to take notes on wording or comments that inspire them.



When youth offer their opinions and suggestions to the service projects they are using their voice—an instrumental part of service-learning. Encourage youth to take action based on their mission statements. Ask them what is most important in taking care of the environment, and put youth in small groups of shared interest. Together they may discuss their interests and proposed action.

#### **CROSS-CURRICULAR ACTIVITIES**

**Poetry:** Write a poem about the Earth.

**Physical Education:** Run a half mile on pavement and on grass. Compare personal times and determine the better surface for speed and comfort.

**Science and Math:** Pour a pint of water on two different surfaces. Time how long it takes for the water to soak into the ground. Compare.

# Creating Your Own Global Learning Activities and Units

In this section you will find all of the tools you need to lead your own community-based service project. Inside are community mapping tools, activity planning forms and the ignite guide method for service learning.

# **Section III:**

## **ELEMENTS OF GLOBAL LEARNING ACTIVITIES**

- INTRODUCTION: It is important to take the time to introduce the global topic your activity relates to. Deliver an opening activity that helps young people connect the issue or topic to their own lives. Take the time to find out from young people what they already know about the topic as well as what they are curious about.
- INSTRUCTION/MODELING: Give young people thoughtful instructions and take the time to answer their questions before beginning the activity. If possible, model the procedure so your group knows exactly what they're supposed to do.
- ACTIVITY: Keep in mind your role as facilitator while young people are doing a globally focused activity. Encourage creativity and reasonable risk-taking. If participants are working individually or in small groups, remember to check in and offer guidance without stepping in and taking over. Keep in mind that global learning often takes place more in the process than the end product, and that global issues often have no easy answers.
- DISCUSSION: With your global learning goals in mind, create a series of debrief questions to ask after the activity is over. Thoughtful debriefing helps young people process what they've learned. Activities can be debriefed in a variety of different ways, including in large-group discussions, pair sharing or small-group sharing and reflection writing.
- CLOSING: Do an activity to bring closure to the session. If you are working with the same group of young people over multiple sessions, you may want to use a consistent ritual or routine each time, such as a closing "go around" where everyone shares something with the large group (e.g., one thing they liked about the activity, one thing they learned, and/or one question they still have about the topic).

#### **Steps to Success**

- **1. Give It Meaning.** Uncover local and, if appropriate, personal connections to the global topic. Help young people investigate and describe the issue as it exists in their local community and in their own lives.
- **2. Connect Local and Global.** Create a bridge from these personal and local experiences: Connect them to what is happening about this issue in other parts of the world.
- **3. Put It in Context.** Explore the geography and history of countries, cultures, and peoples related to the topic.
- **4. Take Action.** Help youth take action locally to make an impact globally: Plan, as a group, a culminating event or community-based project. Help young people make connections explicit and discover how their local actions have a broader global impact.

#### Global Learning Project Plan Form

Activity Plan				
Introduction				
How will you introduce the topic?				
What opening activity will you do to break the ice and prepare the group to explore the topic?				
Instruction/Modeling				
What information does the group need before beginning the activity?				
How will you explain or model the procedure?				
Activity				
What process will you use to facilitate the activity?				
What role will you play while young people are participating in the activity?				
Discussion				
What format will you use to debrief the activity (e.g., reflection writing, group discussion, pair sharing)?				
What questions will you ask young people to help them process what they've learned?				
Closing				
What will you do to wrap up the session (i.e., a closing ritual or routine)?				

133

# Debriefing Global Learning Activities

Debriefing an activity gives young people an opportunity to reflect on what they've learned, share experiences and knowledge with one another and come up with new questions toward exploring a topic in greater depth. The following tips can help you create thoughtful debrief questions for global learning activities with young people.

These guidelines are aligned with the four focus areas of the global competence:

- 1. Investigate the World
- 2. Recognize Perspectives
- 3. Communicate Ideas
- 4. Take Action

1. Help young people identify what they learned about the issue or topic.

#### Ask:

What did you discover about...

- The world?
- Your community?
- Yourself?

2. Help young people recognize a variety of different perspectives.

#### Ask:

What is life like for someone who...?What similarities did you find with...?What differences did you find?What factors contributed to these similarities or differences?Were you able to see where they were coming from?Have your thoughts or opinions on this topic changed? How?

3. Help young people communicate with other people.

#### Ask:

How might you act toward someone who ...?

Who cares about this issue locally? Who cares about this issue elsewhere in the world? What methods could you use to communicate with others who care about this issue?

- Media/technology?
- Other languages?
- Other communication strategies?
- 4. Help young people prepare to take action on the issue.

#### Ask:

What else do you want to know about this issue or topic?

What are the possible results or consequences when...?

How might you get others to care about and act on this issue?

How might you work with others who care about this issue to make progress?

Source: Expanding Horizons Toolkit, Asia Society

## **STEPS TO SERVICE-LEARNING**

Service-learning engages and involves students every step of the way through every step of the process. There are the five basic stages of executing a service-learning project, outlined here through the example of a service project on hunger:

**INVESTIGATION:** In the investigation stage, students identify community needs and begin their research. In this stage, they assess the needs by designing a survey, conducting interviews, use books and the Internet and draw from personal experience. Students then document the extent and nature of the problem and establish a baseline for monitoring progress. Community partners are often identified. If a community partner provides the need, students still investigate to authenticate and document this need. A personal investigation is also of great value during which students interview each other to identify and consolidate each person's interests, skills and talents. These are then referenced, employed and developed while going through each of the sequential four stages of service learning.

**PREPARATION:** In the preparation stage, students brainstorm and identify a need in their community. They might gather input from family members and neighbors directly, or use the larger community as a resource by conducting surveys or gathering information from media outlets. Once an issue of interest is identified, students work as a team to analyze the underlying problem, consider multiple points of view and develop a plan of action. They may reach out to potential partners in the community who may be of assistance in their project.

**ACTION:** In this stage, students bring their service project to life. There are four main types of service in which students can engage:

Direct service takes place when students work directly for or with the people who benefit from their service. Examples include tutoring immigrants in English or doing a project at a senior center.

Indirect service activities do not have the same face-to-face component as direct service activities, but rather benefit communities by channeling resources to a cause or issue. Examples might include park beautification projects, community clean-ups and food drives.

Advocacy creates awareness and encourages action around a specific issue. Students can be advocates by running an awareness campaign or writing letters to politicians.

Research enhances students' skills in assessment and evaluation as they gather information and report on it for the larger public good. Examples include conducting surveys about recycling habits in their neighborhoods or carrying out interviews with senior citizens about their historical connections to the community.

During the action phase, students actively engage and carry out one of these types of service projects. Action should result in meaningful outcomes that are valued by those being served and those performing the service, while also ensuring that the students have an experience that is both educational and personally relevant.

**REFLECTION:** *Reflection* is a core component of the entire servicelearning process. Students reflect during all stages of their experience—before the project starts, during the project itself and after the service project is completed. They consider they key issues that inspire the project and continue to think about how the work that they do affects those issues as the project progresses. They reflect upon their existing attitudes and think about how those attitudes might be affected. The reflection process also pushes students to identify the connections between their academic work and their service project. In this way, they place their experiences in a broader context. The reflection process also reinforces the role that students have as agents of change as they generate ideas about how the project might be improved.

**DEMONSTRATION:** In the *demonstration* stage, students report on their work to others, informing their peers, their teachers, their families or others about the project that they did from beginning to end. Demonstration can take form in a variety of ways, from writing articles for the local paper, to writing letters to inform others of the importance of their work, to creating a website that contains information about the underlying problem and the action steps they took to solve it to organizing informational presentations or performances.

**EVALUATION:** The *evaluation* stage is, in a sense, the counterpart to the qualitative process of reflection. At the end of the process, students might participate in focus groups or complete worksheets, rubrics, or questionnaires about their service experience that allow the teacher or student to modify and adapt the lesson plans for future use as well as to differentiate the project for different levels.

#### The Power of Volunteering and Service-Learning:

- 94% of U.S. youth ages 8-21 report that they want to be involved in making the world a better place<sup>1</sup>.
- 4.7 million U.S. K-12 students are currently engaged in service-learning<sup>2</sup>.
- 83% of U.S. adults ages 18-24 who participated in service-learning reported that their service experiences have positively affected their ability to help others.<sup>3</sup>
- 75% of U.S. service-learning alumni ages 18-24 reported that their service experiences have positively affected their ability to see the world from someone else's perspective.<sup>4</sup>
- 92% of principals from U.S. schools with service-learning programs reported that service-learning has a positive impact on students' civic engagement.<sup>5</sup>

**OUTCOMES** Students who participate in service-learning activities experience a rich and diverse array of outcomes as a result of their endeavors:

- Increased access to the range of supports and opportunities they need to grow up healthy, caring, and responsible.
- Increased sense of self-efficacy, as young people learn that they can impact real social challenges, problems and needs.
- Higher academic achievement and interest in furthering their education.
- Enhanced problem-solving skills, ability to work in teams and planning abilities.
- Enhanced civic engagement attitudes, skills and behaviors.<sup>6</sup>

- 1. America's Promise Alliance. (2006). Every Child, Every Promise: Turning Failure into Action. Alexandria, Va.: America's Promise: The Alliance for Youth.
- Scales, P., and Roehlkepartain, E. (2004). Community Service and Service-Learning in Public Schools, 2004: Findings from a National Survey. St. Paul: National Youth Leadership Council
- 3. Learn and Serve America. (2006). Learn and Serve Grant Application Review Process Statistics.
- 4. Learn and Serve America. (2006). Learn and Serve Grant Application Review Process Statistics.
- 5. Scales, P., and Roehlkepartain, E. (2004). Community Service and Service-Learning in Public Schools, 2004: Findings from a National Survey. St. Paul: National Youth Leadership Council
- 6. Roehlkepartain, Eugene C. Benefits of Community-Based Service-Learning. Scotts Valley, CA: Learn and Serve America's National Service-Learning Clearinghouse, 2007.

## **IGNITE METHOD FOR SERVICE LEARNING**

#### Use the IGNITE guide to plan and execute their service project.

GenerationOn's *IGNITE* model guides youth to **identify** a project that addresses a chosen community need, **gather** the project supplies, **network** with community members and organizations to create partnerships, **inform** other youth, parents, community members and the media about their project, use **teamwork** to work together with the community to accomplish the project goal and **encourage** all youth to remain positive throughout the planning process.

Youth will identify existing community assets and unmet community needs by drawing on knowledge gained from thematic lessons and supplemental research.

After youth execute the service project; they will reflect on the project, celebrate their accomplishments and discuss options for sustainability.

Activity

# Ignite Book

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**Describe the Community Need:** 

Describe the Community Need:

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I need these supplies to help me:

_	
-	
-	
-	
_	

Materials	Cost
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$

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Activity A N: Netv	vork!			
Our project is going to be:				
The date(s) of our project is/are				
Do we need space? If so, where?				
Who do we need to get permission from?				
Individuals/groups/organizations we might be ab	le to work with/get help from:			
1				
Phone number	Contact Person			
2				
Phone number	Contact Person			
3				
Phone number	Contact Person			
4				
Phone number	Contact Person			
5				
Phone number	Contact Person			
6				
Phone number	Contact Person			



Inform other students, parents, community members and the media about your project. Get their input and get them on board! Design your own flyer!


I can support my fellow classmates' efforts on this project by:




I will encourage my classmates to do their best on the service project by:


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# Global Learning Resources

These are just some of the many organizations and programs you can tap for global content, curriculum materials, professional development and other resources.

# SECTION IV: Global Issues and Current Events

### Wide Angle

Media programming from PBS offers specific international affairs reporting through current-affairs documentaries. The site offers K-12 lesson plans on contemporary world issues and viewing guides for the documentaries.

### http://www.pbs.org/wnet/wideangle/

### Frontline/World

This is a fast-paced international newsmagazine program with a personal, "backpackjournalism" style that students find highly engaging. Each segment features three discrete programs about various world issues and educator resources to support classroom usage.

### http://www.pbs.org/frontlineworld/educators/

### **NewsHour Extra Online**

The website of PBS's NewsHour with Jim Lehrer has teacher resources on world news and current events.

### http://www.pbs.org/newshour/extra/teachers/world/

### **Heifer International**

This aid and service organization provides educator resources on issues of sustainability and sustainable development, access to the Global Village and a number of their learning centers, and the opportunity to create learning programs in schools. This includes their popular catalog of "alternative gifts" which provide livestock to families in developing countries.

### http://www.heifer.org

### Youthink!,

A group of young people at the World Bank created this website in response to youth questions about development. Their goal is to help students stay in touch with the issues that shape our world. As they state, "We're not telling you what to think; we're offering another perspective and the latest facts. You need to decide how you are going to make a difference in your community and your world." **http://youthink.worldbank.org/** 

## **GLOBAL CITIZENSHIP AND ETHICS**

### **Facing the Future**

Facing the Future's mission is to develop young people's capacity and commitment to create thriving, sustainable and peaceful communities. The organization offers curriculum resources on global issues and sustainable solutions, including textbooks, lesson plans and thematic units that contain lessons and student readings. http://www.facingthefuture.org/

### **Institute for Global Ethics**

Today's students need to learn how to navigate a world in which an individual's decisions can have global consequences.

http://www.globalethics.org/services-for-the-education-community.php

### **Teaching Tolerance**

A project of the Southern Poverty Law Center, this organization has many resources to help all age groups, teachers and parents explore issues around discrimination, tolerance, major events that change history and action steps that can be taken. http://www.tolerance.org

# YOUTH ACTION WORLDWIDE

### **TakingITGlobal**

TIGed, TakingItGlobal's education program, provides rich, interactive learning experiences designed to improve students' global-citizenship, critical-thinking and leadership skills. Together, these resources bring the world to students and prepare them for the world.

### http://www.tigweb.org

### **New Global Citizens**

This innovative program combines the passion, connectivity and resources of Generation Y with solutions from grassroots social entrepreneurs around the world to create change on a global scale. Young people—anywhere in the United States—can start an NGC Team on their high school campus. http://www.newglobalcitizens.org

### **Roots & Shoots**

This program of the Jane Goodall Institute inspires young people through community service and service learning. With tens of thousands of young people in almost 100 countries, the Roots & Shoots network connects youth of all ages who want to create a better world. Young people identify problems in their communities and take action. http://www.rootsandshoots.org

### **GLOBAL YOUTH MEDIA**

### **Adobe Youth Voices**

Demonstrating the power of technology to engage middle school and high school age youth, Adobe Youth Voices (AYV) provides breakthrough learning experiences using video, multimedia, digital art, web, animation and audio tools that enable young people to explore and comment on their world. AYV has compiled a variety of free and low-cost resources to help integrate youth media into classrooms or out-of-classroom programs.

### http://www.adobe.com/aboutadobe/philanthropy/youthvoices

### **Global Action Project**

Since 1991, Global Action Project (G.A.P.) has worked with young people, specifically those most affected by injustice, to build the knowledge, tools and relationships needed to produce thought-provoking media. These productions comment on issues that affect them and their communities and use their media for dialogue and to build community power.

### http://www.global-action.org

### **Listen Up! Beyond Borders**

As a network for young filmmakers, Listen Up! gave the green light to 15 youth teams worldwide to produce short documentaries about the most important questions of our time. The Beyond Borders project offers the films on DVD along with associated curriculum materials.

http://www.listenup.org/projects/beyondborders

### What Kids Can Do

What Kids Can Do promotes perceptions of young people as valued resources and advocates for learning that engages students as knowledge creators and not simply test takers. What Kids Can Do brings youth voices to policy debates about school, society and world affairs through publications and multimedia projects created by youth worldwide.

http://www.wkcd.org

### **Youth Media Exchange**

Youth Media Exchange is a collaborative project created by TakingITGlobal and Global Kids, in association with Asia Society. It is an online social network for youth interested in using digital media tools to share information on major global issues. http://www.ymex.org

### ONLINE GLOBAL LEARNING AND INTERNATIONAL EXCHANGE

#### Panwapa

An interactive website designed by Sesame Workshop, Panwapa provides a safe space for students to learn about the world, other cultures, and other languages. It is an interactive social network for younger children, with activities and games that support global learning. http://www.panwapa.com

### **Ambassadors**

This program, Sponsored by Oprah Winfrey's organization, connects young people in North America with people around the world to create lasting change by working toward the UN Millennium Development Goals.

### www.freethechildren.com/oambassadors

### **UNICEF Voices of Youth**

Voices of Youth is guided by the UN's Convention on the Rights of the Child, which ensures young people's rights to participate in decision-making processes, to express opinions freely and to be equipped with the knowledge and skills they need to bring about change in their own lives and in their communities. The site offers a safe and supportive global cyberspace within which youth can explore, discuss and partner with each other on issues related to human rights and social change.

### http://www.unicef.org/voy/

#### Rafi.ki

At Rafi.ki, schools find international partners from more than 1,450 schools from more than 113 countries. Rafi.ki's team of facilitators helps schools work with existing partners as well as find new ones. The site offers safe video- and audio-conferencing, email, instant messaging and online forums for students and teachers around the world. There is also a constantly updated bank of educational projects, such as the Climate Change Project and the Darfur Project, with lesson plans and interactive resources covering all areas of the curriculum. http://www.rafi.ki

## **GLOBAL EDUCATOR RESOURCES**

### **OXFAM Education**

Oxfam's Educating for Global Citizenship program provides free resources on global citizenship to educators, including philosophy, development sequence, classroom activities and best practice examples.

### http://www.oxfam.org.uk/education/gc

### **World Savvy**

This nonprofit is engaged in three major initiatives: Global Youth Media and Arts, Global Educators and the World Affairs Challenge. Many World Savvy initiatives are free or very low cost. In addition, their free newsletter is rich with ideas for bringing global issues into the classrooms and their monthly Global Affairs Monitor provides detailed briefings on international issues with suggestions for classroom use. http://www.worldsavvy.org

### **Global Learning Portal**

This site encourages connections between educators and global development organizations in areas throughout the world. The site is rich with resources and links as well as opportunities to connect with authentic global experiences. http://www.glp.net

### TeachUNICEF

This site helps teachers engage students as active global citizens in learning about UNICEF the United Nations Children's Fund—and its efforts on behalf of children worldwide. http://www.teachunicef.org/

### **INTERNATIONAL CHILDREN'S LITERATURE**

### **International Children's Digital Library**

This free online resource offers a wide assortment of children's literature from around the world—in a digitized format that can be used in classrooms or that individual students can use on their computers.

### http://en.childrenslibrary.org/

### The United States Board on Books for Young People

The United States Board on Books for Young People (USBBY) serves as the U.S. national section of the International Board on Books for Young People (IBBY), which was founded to promote international understanding and goodwill through books for children and teenagers. http://www.usbby.org

### **Words Without Borders**

Words Without Borders is an online magazine dedicated to global literature in translation. It includes lesson plans, book reviews and author interviews. http://www.wordswithoutborders.org/

### Worlds of Words (WOW)

This online database of international books includes strategies for locating and evaluating culturally authentic international literature. Publications include contributions written by educators and critical reviews. http://wowlit.org/

### **INTERNATIONAL FILM IN EDUCATION**

### **Global Film Initiative**

This organization uses global films to promote cross-cultural understanding and can provide extensive educational support materials to assist educators in using these world films with students.

### http://www.globalfilm.org

### **Journeys in Film**

Journeys in Film broadens global learning through the combination of ageappropriate films from around the world and interdisciplinary classroom materials designed to develop 21st century academic skills. The program uses film as a window to help students in U.S. classrooms mitigate attitudes of cultural bias and racism, develop a deeper understanding of global issues and prepare for effective participation in the world economy.

http://www.journeysinfilm.org

### GLOBAL LEARNING-FOCUSED ORGANIZATIONS IN NEW YORK

### **One To World**

One To World brings together U.S. students and students from around the world to share their lives and perspectives in life-changing ways—face-to-face. The organization connects international students or scholars studying at New York City universities with local classrooms to increase understanding and learning. http://www.one-to-world.org

### **Global Kids**

Global Kids' mission is to educate and inspire urban youth to become successful students and global and community leaders by engaging them in global issues and leadership experiences through a variety of programs both in classrooms and online. http://www.globalkids.org

### **GlobalArts to Go**

GlobalArts to Go is a growing community of diverse artists, educators and facilitators, and provides interactive and customized multicultural entertainment, programs and products to audiences of any age in any setting. http://www.globalartstogo.com

### **iEARN-USA**

iEARN-USA is a member of iEARN (International Education and Resource Network), the world's largest online K-12 non-profit network that enables young people worldwide to use the Internet and digital media to collaborate on educational projects.

### http://www.us.iearn.org

### **International YMCA**

The International YMCA is a branch of the YMCA of Greater New York. We offer values-based programs that have local and global impact, enhance understanding of the world and enable people to work together towards peace and justice. Our ability to have local impact, offer national services and access a worldwide network allows us to touch thousands of lives each year. We collaborate with the US government and other organizations to support J1 exchanges and advise local YMCAs who want to start exchange programs.

### http://www.internationalymca.org

### **Reach the World**

Reach the World's mission is to help elementary and secondary school students and teachers to develop the knowledge, attitudes, values and thinking skills needed for responsible citizenship in a complex, culturally diverse and rapidly changing world. **http://www.reachtheworld.org** 

### GLOBAL-LEARNING IN AFTERSCHOOL PROFESSIONAL DEVELOPMENT RESOURCES IN NEW YORK

### **The After-School Corporation**

The After-School Corporation (TASC) is a nonprofit organization based in New York City that works in New York and across the country to change public policy and expand public funding so all kids from all backgrounds can have high quality experiences beyond regular school hours that support their intellectual, creative and healthy development. TASC's training department offers global learning workshops that support afterschool programs to infuse global topics and activities into their work.

### http://www.tascorp.org

### **New York State Afterschool Network**

New York State Afterschool Network (NYSAN) is a public-private partnership of organizations throughout the state dedicated to increasing the quality and availability of afterschool programs. NYSAN staff can direct you to local global learning resources and professional development specialists.

http://www.nysan.org

### New York State Center for School Safety

New York State Center for School Safety is a government coordinating agency and information clearinghouse that works with schools and afterschool providers throughout the state. Center staff members have been trained in global learning in afterschool and can provide resources to school and afterschool programs.

### http://nyscenterforschoolsafety.org

### Partnership for After School Education

Based in New York City, the Partnership for After School Education (PASE) is a childfocused organization that promotes and supports quality afterschool programs, particularly those serving young people from underserved communities. PASE offers global learning workshops for afterschool providers.

### http://www.pasesetter.org

### **Peaceful Schools**

Peaceful Schools programs, products and services are developed to promote a school community that engages students and staff in positive productive conflict resolution, to develop character and social skills in youth and to prevent acts of violence in educational settings. Peaceful Schools' staff are trained in global learning in afterschool and can offer workshops to schools and community groups in Syracuse and the surrounding area. **http://www.peacefulschools.com** 



### generationOn

generationOn is the global youth service movement igniting the power of all kids to make their mark on the world. Its mission is to inspire, equip and mobilize youth to take action that changes the world and themselves through service. Newly created within the Points of Light Institute, generationOn brings the nation's leading youth service organizations and programs under one umbrella. With service-learning and volunteer actions at its core, generationOn mobilizes the energy, ingenuity and compassion of young people, starting at an early age, to discover their power and potential to solve real word problems through service. Educators, parents, families and community organizations can also find resources needed to help young people to become leaders and problem-solvers, successful students and active community members.



#### http://www.generationon.org

### New York State Afterschool Network (NYSAN):

NYSAN is a public-private partnership of organizations dedicated to increasing the quality and availability of afterschool programs. NYSAN defines "afterschool" broadly to include all programs that provide support for young people's intellectual, social, emotional and physical development outside the traditional school day, including programs that serve youth in kindergarten through 12th grade, take place in schools and in community-based settings, and occur both before and after school and during weekends, holidays and summer breaks. NYSAN facilitates connections among a broad range of state, regional and local partners representing afterschool program providers, youth, parents, public agencies, advocates, funders, evaluators, technical assistance and training providers, policymakers, businesses, researchers and community leaders. NYSAN was one of six states selected to partner with the Asia Society's Partnership for Global Learning to support the development of global competence through afterschool programs.

#### http://www.nysan.org

### New York State Center for School Safety:

The New York State Center for School Safety (NYSCSS) is committed to promoting data-driven solutions to school violence and promoting safe and healthy learning environments where students are secure in their pursuit of educational success and where teachers and administrators can make this a reality. As a government coordinating agency and information clearinghouse, the NYSCSS provides support in this quest to schools, families, communities and government organizations throughout the state.



#### http://nyscenterforschoolsafety.org

