

Strategies for Building Student Resilience Through Integrative Global Learning

Action Plan

I. CONTEXTUALIZATION

INDEPENDENTLY: Think about groups at your university that are currently not represented in global experiences but are represented in the student population. Use the list of wellbeing risk factors below to help you brainstorm who may be less likely to pursue global experiences.

- Poverty and economic insecurity
- Physical and intellectual disabilities
- Social or cultural discrimination
- School transition
- Lack of support services

Select an underrepresented group: _____

II. POTENTIAL CAMPUS PARTNERS

INDEPENDENTLY: Who is currently working closely with this population? Who knows the group's needs well? Who communicates with them regularly?

Consider these units, staff members, student groups as resources for program planning, marketing and implementation.

III. PROGRAM DESIGN

WITH A PARTNER AT YOUR TABLE (preferably from a different institution): Share the group you selected with your partner. Reflecting on the protective factors captured in this presentation, **pick two or three** to intentionally build into a short-term global program for this particular group.

Circle from the list below.

- Sense of belonging
- Positive relationships
- Engagement in learning
- Pride in identity
- Access to support services
- Required responsibility/helpfulness

With your group/partner brainstorm ideas you have of how to address each factor through a new or already existing global program.

Consider the following: What staff/faculty could be involved? What program elements would be included? What would preparation or reflection sessions involve? What themes or destinations might be relevant?

With your partner, discuss the following questions. In your discussion, share challenges you've encountered or experiences working with similar student groups or program design elements.

What challenges do you anticipate in designing or implementing this program?

What steps can you take to help overcome these challenges?

IV. NEXT STEPS

Which concrete first three steps should you take when you get home?

Consider potential partner involvement, steps needed to implement changes in current program design, etc.

1.

2.

3.