

Name of Program: Ready, Set...Double Check, Go!

Target Audience: All Grade Levels (Emphasis on seniors)

Strategy for Implementation: Group Discussion & Activity

Time of Year to Implement: Any

Relevant Learning Goal: # 2 Life Skills

- Students will demonstrate competence in personal life skills required to live independently
- Students will practice steps for positive decision making
- Students will develop an ethical mindset to approach difficult situations

Specific Lesson Outcomes:

- Students will learn about the value of traveling and what is important to consider when traveling.

Purpose: Students should experience travel to help broaden their perspectives and allow them to see firsthand how tolerant, global and open-minded we should all strive to become.

Planning and Preparation: Read through the articles and websites provided below. There you will find info and see what kind of research has been done on traveling experience.

-Body of Program-

Section one: This will be a three part section. In the first section you will introduce students to the topic of traveling. Start by asking how many have traveled somewhere before, whether local, national, or international. And, what do they think adds to their experience. What have they learned/gained? Provide them with some background. Each point below you can add comments or questions before or after presenting it to them to allow for discussion.

Nearly every high school student has travel on their mind. They are growing into adulthood and want to explore the world and experience cultures different from their own.

Participation in education abroad is frequently considered to be a high-impact educational practice that will contribute to global learning outcomes and psychosocial development. Yet inequities in participation rates remain concerning.

Across U.S. colleges, students of color, males, first-generation college students, and those from lower socioeconomic status backgrounds participate at significantly lower rates.

Previous international travel was the most frequent preparation for White/Caucasian students, previous study abroad was for international students, and moving away from home was most cited for students who withdrew.

Section two: Now we talk about the effects/benefits that help sharpen our life skills. You can ask about and discuss the importance of a global mindset. Then, moving on to presenting the five ways, you can share and build the discussion you see fit for the wing.

Looking at part of IMSA's goals: We are committed to advancing equity in STEM education and representation and creating a diverse, inclusive community of global citizens who can realize their full potential, and execute our mission to advance the human condition, through a model of Equity and Excellence.

Promoting a Sense of Global Community

Beliefs about the possibility of global community may be hindered by automatic cognitive biases generated and activated by media consumption. Media exposure has been shown to grow or shrink mental stereotyping, depending on whether information and social models presented implicitly challenge or reinforce common worldviews (Ramasubramanian, 2007).

So how can traveling help me learn valuable life skills?

1. **Global Awareness:** Educational travel helps students experience the world first-hand with the perfect amount of structure and guidance. Throughout the middle and high school years especially, it promotes cultural understanding and encourages open-mindedness during key formative years.
2. **Resiliency and Adaptability:** Sometimes the best way to learn adaptability is to be given no alternative. By stepping outside of one's comfort zone for an extended amount of time and jumping into a new way of life, students are challenged with adjusting to a new routine. In turn, the experience of adapting to a completely new culture and way of life is one that students can confidently look back on when confronted with future obstacles.
3. **Critical Thinking:** Traveling internationally helps students see global issues from a new perspective. Allowing them time to reflect on and discuss these experiences together helps put their formal education into context through "real-world" experiences.
4. **Civic Responsibility:** Spending time observing how different societies function provides students with the opportunity to begin thinking about their own decisions back home and how these decisions can have a global impact.
5. **Communication:** Students may face unfamiliar language obstacles when navigating through a new city or country. This requires that students are patient, respectful and attentive. Oftentimes when students arrive home their communication skills are much improved because of this experience.

Section three: Where Would You Go? This activity can help think deeper about where and why they would choose to travel. Finishing off with some “common knowledge” basic tips that can help and allow for a less strenuous experience.

In order to begin the creative process, do a bit of brainstorming of your own.

Ask yourself, “Where would you go (if you could go anywhere)?”

Then ask why they want to go there?

1. Personal performance accomplishments (Improve self-efficacy)?
2. Social persuasion (following similar footsteps, seen on media, read somewhere, etc.)?
3. Contextual influences (Interest)?

Here We Come!

About to head off and see the world, but feeling a bit daunted by the whole thing? Don't worry, you're not the only one. Luckily, a little knowledge goes a long way, especially when you're starting out.

Planning & Packing (What do you need?)

Money, Clothes, toiletries, forms of Identification, learn about the place you're going (such as laws, language, do's & don'ts, etc.)

In Transit

Arrive early (know where to be beforehand), Make sure to eat as traveling can take time and random spending can add up, have something to keep entertained, keep track of all belongings.

At your Destination

Being polite goes a very long way, be alert for scams, get out of your comfort zone, public transport can be both a blessing and a curse, meet locals, keep change in pockets and emergency money safe, keep in touch with someone at least once a day. Things will be different to how they are at home. That's kind of the point. There will be times when it's all too hard. Tough it out. You won't remember the bad times in a couple of months, but the good times will stay with you forever.

End the program by having students plan out a future adventure they would like to take.

Assessment: How do you know that they have learned from this program?

Why is traveling important especially for you as a young adult?

What is something you feel will be an issue for you when traveling and how will you work to overcome that?

How will your experience differ locally, nationally, and internationally?

References & additional tools:

de Rivera, J., & Mahoney, C. O. (2018). Promoting a sense of global community. *Peace and Conflict: Journal of Peace Psychology*, 24(3), 347–353. <https://doi.org/10.1037/pac0000323>

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Bikos, L. H., Manning, S. B., & Frieders, Z. J. (2019). Ready or not here I come: A qualitative investigation of students' readiness perceptions for study abroad/away. *International Perspectives in Psychology: Research, Practice, Consultation*, 8(2), 78–91.

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<https://blog.eftours.com/inspiration/education/5-ways-traveling-helps-students-learn-valuable-life-skills>

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