

Global Skills Prep Camp

Course description

Global skills is a 15 hour course divided into 10 sessions that each cover a topic to help students prepare for success not only on their academic and professional journeys, but also their own personal journeys of lifelong learning, in the context of the unique challenges of life within the 21st Century. The Global Skills topics encompass a range of challenges likely to be faced as students prepare for further education, international study and work contexts and potential international study programs and travel experiences.

The global skills course will not only help students become more confident with their English but all increase students' preparedness for the social, emotional and cultural challenges of our increasingly globalised world. On completion of the global skills corners, students will also have an increased awareness of themselves as global citizens and reflect on how this in itself may guide their future paths.



Digital literacy plays a big part throughout the course and these skills are interwoven into every corner; from the use of the online teaching mode itself, through the use of collaborative digital tools and webquests and more specific focus on current trends such as the potential of AI to support learning.

For the duration of the course, learners are placed in classes with other students also preparing for their study abroad programs* and thus begin to build an invaluable support network, as well as giving them a taster of some of the real challenges they will face on an international study program.

**as appropriate for the group.*

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Global Skills modules:

1. Communication
2. Learning to Learn
3. Emotional Development
4. Building Self-Esteem
5. Critical Thinking 1
6. Critical Thinking 2
7. Cultural Awareness
8. Culture Shock
9. Collaboration and Global Citizenship
10. Creativity



Class 1: Communication

In this first corner we explore the challenges that come with meeting new people from different linguistic and cultural backgrounds, the challenge and power of being able to initiate and master small talk, the importance of non-verbal communication and discuss strategies to avoid and overcome miscommunication and communication breakdowns.

Key topics:

- Meeting new people and small talk
- Strategies for negotiating communication breakdowns
- The role of non-verbal communication
- The role of networking in building social and professional networks



Class 2: Learning to learn

In learning to learn, students will compare and contrast their best study practices with their new classmates. They will be introduced to cutting edge scientifically backed study strategies and work together to research and present their findings about a new study strategy to their peers. Finally, students discuss the benefits and challenges of AI backed technologies in education and will decide how they can start to productively incorporate AI into their study routine.

Key topics:

- Study skills self inventory
- Advanced independent learning skills
- Use of digital tools to support learning
- Alternative use of AI to support learning
- The power of goal setting and visualisation in life-long learning

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Class 3: Emotional wellbeing

In this session, students are given the opportunity to share their experiences of negative mental states, especially stress, and they work together to think of different strategies to effectively regulate emotions in a range of situations. Students are then guided into completing some grounding strategies and set themselves goals into how they can incorporate wellbeing into their daily lives.

Key topics:

- Coping with negative mental states
- Emotional regulation techniques
- The importance of wellbeing



Class 4: Building self-esteem

Students observe that traditional notions of increasing confidence focus on boosting short term performance rather than the more transformative notion of building one's self-esteem. Students work together to first identify and then celebrate their unique skills and qualities first individually and then in groups and are encouraged to begin breaking negative patterns of self-deprecation. Students also identify essential real-life applications of needing to have a healthy level of self-esteem; when trying out new activities and meeting new people on their study programs abroad and also when preparing for themselves for interviewing for universities, jobs, internships and writing personal statements.

Key topics:

- Connecting confidence and self-esteem
- Increasing self-awareness
- Building self-esteem action plan

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Class 5: Critical thinking (1)

In this session, students identify where critical thinking skills are beneficial for their everyday lives and explore some of the key terminology for discussing this topic. They are encouraged to work together to complete a group exercise applying the main tenets of critical thinking to solving some real-life scenarios. In the second part of the session, students will look at the importance of critical thinking to analysing information sources such as in the media and make connections to how this will benefit them for being able to approach new sources of information on their study programs abroad through a critical lens. For the reflection task, students apply their critical thinking skills to deconstructing a piece of fake news and how they might engage in positive discussions about these types of news sources.

Key topics:

- Language of critical thinking
- Critical thinking skills and the internet
- Identifying misinformation in the media



Class 6: Critical thinking (2)

In this second session on critical thinking, students explore and contrast the closely related ideas of bias and assumptions and reflect on their own subconscious attitudes in the context of meeting new people. They explore how and where bias can impact our everyday lives and by increasing their awareness of this are more equipped in how to disrupt these processes in and around us. They are also given time to think about how they themselves may be the object of preconceived assumptions and biases when meeting new people on their study abroad experiences and prepare strategies of how they can respond to this.

Key topics:

- Connection between bias & assumptions
- Subconscious bias in our everyday lives
- Being prepared to disrupt bias

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Class 7: Intercultural awareness

In intercultural awareness, students prepare themselves for navigating interactions with people with different cultural backgrounds and in different cultural settings. Focusing foreign language learning must go hand in hand with increasing awareness of different cultures, not only to increase one's ability to communicate successfully but also to be able to successfully recognise and protect one's own personal values.

Students begin by exploring the complexity in trying to define culture and the dangers of viewing cultural difference as a set of formulaic customs to master neither in the narrow frames of generalisations and stereotypes. Students examine some common models depicting different aspects of cultural identity and use these as a basis to try and define their own cultural identities. In the last part of the session, students apply these new concepts and their own experiences to explore some of the difficulties in negotiating intercultural experiences and work together to deconstruct the causes of intercultural critical incident case studies.

Key topics:

- Defining and misdefining culture
- Cultural identity: onion and iceberg models
- Deconstructing your cultural identity
- Intercultural critical incidents



Class 8: Culture shock

Students share their understanding of culture shock and any personal experiences they or people around them may have had of this. They watch a video of international students sharing their own experiences of culture shock and the strategies that they found useful for them. Students find out about the five main stages of culture shock, and come together to share their ideas of what they would do in each stage to alleviate their difficulties, and also consider staying aware and reaching out to support any other study-abroad students they may notice experiencing these stages at different times to them. Students also identify key sources of support that they would have around them that they would be able to seek help from at any time in their study abroad programs. Finally, students look at the lesser known but equally common and challenging phenomena of reverse-culture shock, and think about the steps they could take to prepare themselves for this aspect of their journey.

Key topics:

- Stages of culture shock
- Seeking support & giving support when experiencing culture shock
- Reentry or reverse culture shock
- Personal preparation strategies

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Class 9: Collaboration and citizenship

Students discuss different definitions of citizenship and the concept of global citizenship. They are introduced to the idea of global challenges and the UNDP's 17 Sustainable Development Goals (SDG). Students research and present one of the SDGs that they are concerned about and think of ways they can become active in trying to address this global challenge. For homework, students create a personal mission statement to reflect on their own personal vision for our collective future and how they will contribute towards reaching this.

Key topics:

- Defining global citizenship
- Awareness of current global challenges
- International collaboration
- Collaboration challenge: finding shared concerns and objectives



Class 10: Creativity and innovation

Leading on directly from the previous session, this final session focuses on giving students the tools and practice of how to translate their concerns as global citizens into action. Learners are introduced to the potential of young people to become "changemakers" and look at three case studies of young people leading their local communities to create positive social change. Students then work collaboratively to complete a "changemaker challenge." They work as a team to come up with a creative solution to a problem in their local area connected to one of the themes of global challenges. They then develop their presentation skills by presenting a full plan of their initiative and the steps required for its implementation.

Key topics:

- Defining changemaking
- Young changemaker case studies
- Changemaker group challenge
- End of course presentation
- End of course reflection