

Essential Elements For Adult Participants:

4 Pillars of GYLI

What do Adults Get?

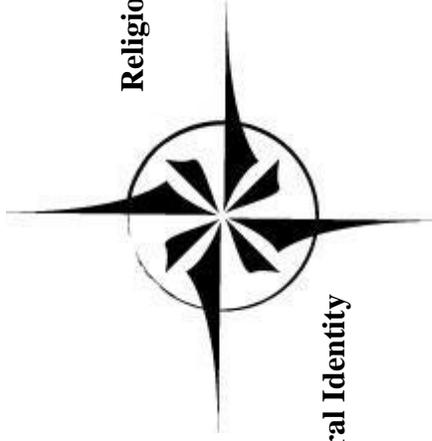
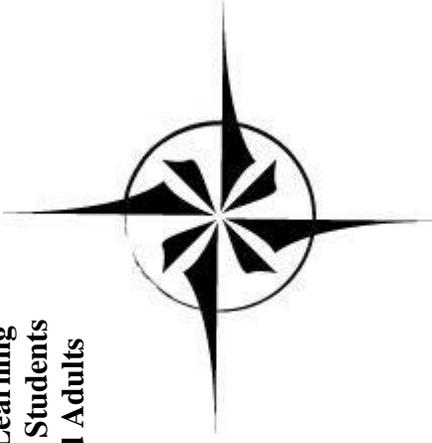
Reflective Practices

Collaborative Leadership

Co-Learning
with Students
and Adults

Religious Pluralism

Knowledge
& Skills



Multicultural Identity

Environmental Sustainability

Activities &
Resources



What Do Adults Get Out of GYLI?

Hands on Learning:

- Program Specific Project Based Learning
- Leadership Learning Plans (LLPs)
- Program Specific Learning Activities (Sailing, Urban Agriculture, Outdoor education)

Content Knowledge:

- 4 Pillars of GYLI programs
- Program Specific Content Knowledge

Skills of Connecting:

- 5 C's Discussions
- Identity exploration
- Adult and Students as co-learners

Reawakening the Passion to Teach:

- Reflection
- Program specific book addressing the heart of teaching
- Educator Co-Sharing and Co-Learning

Transferable Skills:

Teaching:

- Student Centered Learning
- Experiential Education Strategies such as Project Based Learning
- Facilitation Skills
- Social Emotional Learning
- Multicultural Education



Administrative:

- Travel Logistics
- Project Planning
- Curriculum Design and Development
- Collaborative Leadership

Community Building:

- Sense of “Otherness” and Identity
- Learner and Leadership Style Understanding and Identification
- Leadership Learning Plans (LLP)
- Mediation

Definitions:

Adults and Students as Co-Learners: in all GYLI programs both students and adults participate as co-learners, sharing in transformative experiences together. Both Student and Adult participants partake in discussions, reflections, debriefs, and projects alongside one another to foster genuine community and collaboration. Adults empower and guide students in the learning process while modeling curiosity and life-long learning themselves.

Social Emotional Learning: GYLI programs focus beyond content knowledge to the whole individual, this attention to the whole individual is known as Social Emotional Learning (SEL). It is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (casel.org)

Mediation: Adult participants learn strategies of successful mediation for peer and student use. The skill and ability to successfully mediate conflicts, problems and a variety of dialogues is an invaluable and transferable skill for work and personal implementation. Faculty have the opportunity not only to learn, but also implement and practice using mediation methods in interpersonal interventions, facilitations and guidance with peers and students.



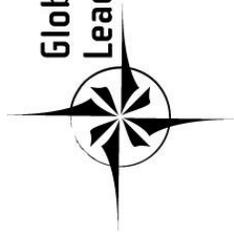
Multicultural Education: Is the understanding of value in placing an individual's personal identity, history and experiences at the center of the teaching and learning process and that transformative education takes multiple perspectives and the 5Cs into full consideration.

Reflection: GYLI programs teach and foster the art of reflection in work and life and the value reflection has in enriching and strengthening individual leaders and communities. The value in reflection comes from the ability to honestly look at the strengths and weaknesses along the way with the purpose of honest and holistic improvement and refinement.

Educator Co-Sharing: GYLI programs provide a unique forum where adult participants receive have space and time to share best practices of instruction, activities and strategies in regards to their own spheres of influence. Faculty are enriched, challenged, encouraged and inspired through opportunities to share and learn from other facilitators.

Collaborative Leadership: Co-learning and co-creating based on community, partnership and input from all stakeholders; a constructive process based on multiple perspective thinking and acting, where shared visions are built in a common space and success is celebrated together.

Global Understanding: GYLI programs develop a genuine global understanding in all participants by providing opportunities to build relationships across lines of global differences and both identifying and exploring multicultural identities and individual context within our globalized world.



Adult Participant Medium Term Outcomes:

Year 1—Sailing in the Wake of Our Ancestors

- Facilitation and participation in Watch groups and 5 C's Discussions
- Support of student leadership and LLP design and development
- Experience and knowledge in Tall Ship operations
- West African Drumming Workshop
- Identity exploration in the context of our ancestors
- Develop and practice new reflection techniques

Faculty Book: Teaching with Fire: Poetry that Sustains the Courage to Teach by Sam Intrator and Megan Scribner

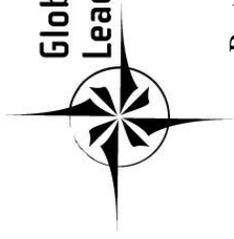
Year 2—Developing a Personal Leadership Vision

- Facilitation and participation in Watch groups and 5 C's Discussions
- Support student leadership, LLP development
- Experience and understand aspects of Native American Life
- Collaborative leadership development with Lama Staff
- Develop and practice new meditation techniques
- Personal leadership and mission development

Faculty Book: Let Your Life Speak by Parker Palmer

Year 3: Models of Global Pluralism

- Facilitation and participation in Watch groups and 5 C's Discussions
- Experience support student leadership and LLP development



- Participate in Homestay experience with rural farming family to further develop cultural understanding and Spanish Language
- Develop negotiation skills through conflict simulation activity at EARTH
- Workshops on global waste management through UWCC
- Sustainable Agriculture projects at EARTH University and MUWCI
- Biodiversity preserve
- Tour of hydroelectric dam
- White Water Rafting experience
- Explore EARTH and MUWCI teaching and development model
- Round table discussions with EARTH faculty and staff

Faculty Book: Earth in Mind by David Orr



Adult Participant Timeline

