



# Winterline Global Education

## Winterline Student Essential Eligibility Criteria

Winterline Global Education offers skills-based gap, semester, and summer programs for young adults with an adventurous spirit and an interest in the world around them.

Winterline programs work with professional partners who offer high quality training programs globally to teach participants a broad range of skills to develop competent and confident young adults. There is also an underlying curriculum that teaches a wide range of hard and soft skills built into the program design.

Winterline provides effective experiential education of our students geared towards skills acquisition and greater confidence and competence. The health, safety, and well being of our students and staff is of high priority. Winterline students live in and travel through a wide variety of environments that can be remote, dynamic, culturally disparate, and physically, mentally, and emotionally demanding. These environments, along with the skills activities conducted and the living and traveling conditions encountered, require each student to be fully committed to and capable of working hard, taking personal responsibility, and working effectively as a member of the group to accomplish the goals at hand. Students must be willing to adapt their behaviors to shifting and differing expectations of the various partners, cultures, environments, and countries that they engage with, understanding that some instructions may not make sense to them at the time, but that instructions and restrictions are put in place based on assessed risks and expectations in a particular context.

The Essential Eligibility Criteria are applicable to all Winterline students. A qualified person is one who can meet the EEC for participation in the program activity.

### Essential Eligibility Criteria for Participation on Winterline Programs:

#### **Safety:**

1. Be able to independently identify and recognize environmental hazards. These hazards may include, but are not limited to, falling objects/rocks, heights, loose rock and unstable surfaces, rugged steep and uneven terrain, moving water (fast or slow) such as rivers, creeks, surf, or tides; potentially hazardous animals and insects, cultural differences, new forms of transportation, and navigating foreign cities and new environments.
2. Recognize and understand the hazards and risks posed by other cohort members, which include, but are not limited to, fatigue, state of mind, and actions that may influence judgment and decision-making.



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3. Recall and understand hazards and risks previously explained by Field Advisors or partner instructors.
4. Be able to effectively notify Field Advisors, partner instructors, or other participants of personal distress, injury, or need for assistance.
5. Act reliably around hazards or potentially dangerous situations to minimize risk even when not directly supervised.
6. Independently perceive risks and take responsibility for mitigating them.
7. Understand and follow directions and instructions given by others to be able to successfully execute appropriate and perhaps unfamiliar, techniques or practices to avoid hazards and/or manage risks. These directions may be given before the hazard or risk is encountered or may need to be given during exposure to the hazard/risk and out of necessity and practicality are often given orally.
8. Be able to stay alert and to focus attention for up to several hours at a time while traveling in remote areas, attending classes, or receiving instructions.
9. Be able to respond appropriately to stress or crisis such as when encountering large and/or potentially hazardous situations, severe weather, or a medical emergency.
10. If taking prescription medications, be able to maintain proper dosage by self-medicating without assistance from Field Advisors or partner organizations (except possibly in emergency situations).

### **Leadership and Program Behavior:**

1. Work effectively as a member of a team despite potentially stressful and difficult conditions. This may require problem solving on an interpersonal or group level as well as a willingness to accept differences.
2. Contribute to a safe learning environment — no verbal or physically inappropriate behavior of others is tolerated for any reason.
3. Be able to willingly and equally share responsibility with members of the cohort in daily activities. Each student may not do an equal share each day, but over a period of several days each student should do a proportionate share. All students are learning the skills and being challenged by the conditions and activities; there can be no expectation that any other student will be able to continually assume a greater share of the work or that a field advisor can continually focus a greater share of his/her energy and time on one student.
4. Effectively communicate ideas and concerns on an individual and group level.
5. Have the cognitive ability to learn necessary skills given normal time limitations of Winterline programs.
6. Actively try to avoid rule-breaking, deception, and dishonesty both personally and among peers. Have an understanding of bystander behavior and actively work to prevent it.
7. Understand that Winterline programs can be physically demanding and will require participants to be willing to challenge themselves.
8. Prevent and disclose any attempts at self-harm and self-destructive behaviors.



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## **Travel Ethics:**

1. Learn and then practice responsible travel protocols.

## **Using Winterline's Core Curriculum as a Guide:**

Students should have these as their program guiding principles, with a basic understanding of what each one means in order to be successful at Winterline.

### **1. Problem-Solving and Critical Thinking Learning Criteria**

- Practice critical thinking skills as a habit and use them to inform behaviors and beliefs
- Be able to use the scientific method to logically evaluate problems and solutions in everyday life

### **2. Leadership and Team Dynamics Criteria**

- Anticipate the needs of others and respond appropriately
- Be able to take on a variety of types of leadership roles and work effectively in a team
- Be able to organize and complete specific goals, individually and within a group
- Be able to plan and implement a complex project

### **3. Communication Learning Criteria**

- Be self-aware and able to express one's feelings and thoughts in an appropriate manner
- Handle a variety of types of conflicts - interpersonal and group, formal and informal
- Communicate effectively using appropriate digital, visual, and social media, public speaking, graphics, and storytelling
- Be proficient in delivering a formal presentation
- Feel confident when interacting with people from different cultures and age groups
- Correctly assess a social or business environment and engage appropriately per cultural/situational norms

### **4. Business and Work Learning Criteria**

- Demonstrate familiarity with a variety of career and lifestyle paths and awareness of personal strengths and interests
- Organize and deliver an effective training, workshop, or class
- Demonstrate good customer service skills on the phone, in email, and in a variety of settings
- Understand how money works, personally, in a business, nationally, and internationally

### **5. Global Society Learning Criteria**

- Correctly assess social or business environments and engage appropriately per cultural/situational norms
- Demonstrate a good understanding of global issues and geopolitics
- Practice self-governance in a group and facilitate groups in a variety of settings



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## **6. Independent Living Learning Criteria**

- Be self-sufficient and able to perform tasks necessary to be an independent and competent adult, such as cooking, hosting, driving, and self-care
- Manage risk responsibly for self and peers
- Converse comfortably and effectively with a wide variety of people

## **7. Physical World Learning Criteria**

- Feel confident and comfortable in unfamiliar environments and activities; pushing limits while understanding personal boundaries and taking risk responsibly
- Appreciate natural beauty environmental systems and our reliance on them for survival

## **8. Caregiving Learning Criteria**

- Understand basic health-related issues and responds appropriately to situations
- Practice care of self and others – physical, emotional and psychological well-being
- Demonstrate respectful and positive interactions with individuals with differences (abilities, circumstances, age, culture)

## **9. Making and Building Learning Criteria**

- Appreciate and respect the knowledge and skills required to construct necessities such as homes, food, and infrastructure
- Create and appreciate beauty and good design (art, permaculture, architecture, culinary arts, etc)
- Understand the use of basic machinery and tools so that students can use appliances and machines