

Bulldogs Going Global

Edition No. 6

August 18th, 2025

By Olivia '27



Our first four Global Scholars Program graduates

Through the GSP a cohort of Bolles students commits to completing an in-depth, interdisciplinary concentration in Global Learning. In addition to academic courses and independent research projects, the program requires engagement in extracurricular experiences such as a travel abroad program, attendance at student discussions and dialogues, and active participation in globally-focused clubs and programming.

About Us

In 2023, The Bolles School began the Global Scholar Program. Currently, there are currently 54 Global Scholars in 9th to 12th Grades. All are members of the Student Global Connections Committee. While the GSP requires an application process, the SGCC is a club open for all students to join.



Our Goals

The primary goal of the program is to build global competency, to prepare students to be active citizens in a modern, interconnected world. Globally competent students have the knowledge and skills to:

1. **Investigate the World** - They're globally aware, understand historical context, and are interested in learning about the world and how it works
2. **Understand Perspectives** - They recognize their perspective and seek to understand the perspective of others
3. **Communicate Ideas** - They effectively communicate their ideas verbally, in writing, and across multiple languages
4. **Take action** - They take concrete action on issues of local and global significance

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To learn more about GSP requirements, click the following link:
[Global Scholar Program](#)

Our Progress

Liam '27



Liam recently interviewed Tyler Hodges, Headmaster of Bolles, on the Globally Podcast.

[View the video here.](#)

Lachlan '27

For my leadership project, I researched homelessness on a global landscape within families. When most people imagine homelessness, they think of someone begging on the side of the road or sleeping on a park bench, but in reality, families are the hidden homeless. Parents with children make up about 30% of the global homeless community and are often forgotten. Homeless families face dire needs for various support services, including stable housing, affordable healthcare, and access to education to break their cycle of poverty and instability. I used this research to do a fundraiser for a local event in Jacksonville called Cardboard City, run by the Family Promise organization. Family Promise works with families on the verge of homelessness and helps them get back on their feet. Cardboard City is an annual event where participants spend the night in a tent, car, or cardboard box to bring awareness to the homeless community. I reached out to many impactful businesses in Jacksonville and scheduled meetings with them to discuss the event and how they can help by donating. In total, I raised \$97,000, which will go towards helping families that work with Family Promise to find jobs, find homes, put their children into school, and more.



Parker '28

Congreso was a vibrant and engaging event that offered participants a wide range of activities designed to immerse them in the Spanish language and culture. Students showcased their creativity and confidence in a lively fashion show, performed a captivating play called Sempronio, and shared their literary talents through poetry and dramatic readings. The conference also featured impromptu speaking sessions, challenging attendees to think on their feet and communicate effectively in Spanish. Overall, the event provided a dynamic and supportive environment for students to practice their language skills, celebrate Hispanic culture, and connect with peers who share their passion for Spanish.

Attending Congreso was an eye-opening experience that went far beyond language practice. It truly broadened my understanding of global cultures and perspectives.

Engaging with students and speakers from diverse backgrounds, I realized how language is not just a tool for communication but a bridge to empathy and deeper cultural appreciation. The conference challenged my existing perspectives by exposing me to issues and viewpoints from Spanish-speaking countries that I had never considered before, prompting me to reflect on my own assumptions. Overall, the event promoted global competence by encouraging us to think critically, embrace diversity, and recognize the interconnectedness of our world, inspiring me to continue learning and engaging with cultures beyond my own.



Hudson '28

My leadership project involved researching microplastics. Through my research, I learned about how microplastics end up in the environment, the impact that microplastics have on humans, and what initiatives Florida is taking to reduce the amount of plastic waste relative to other states. I applied this research to provide a solution to the problem of microplastics. I developed “the SmartCan”, a trashcan that sorts waste streams at the collection point. The prototype that I developed sorts plastic and aluminum waste streams to help ensure that they are appropriately recycled, increasing the recycling rate for each material. Finally, after completing my research and using it to provide a possible solution, I was fortunate to schedule a meeting with Chris Benjamin, an outreach coordinator for the Solid Waste Department of St. Johns County. He enhanced my knowledge of the issue and shared ideas on how I can educate the rising generation on the matter.



Mia '28

This year, I had the amazing opportunity to represent Trinidad and Tobago in the CONCACAF U-17 Women's World Cup Qualifiers. Being able to wear my country's colors and play on an international stage was something I'll never forget. In the first round, we started off strong with a 5–0 win against the U.S. Virgin Islands, and I even scored a goal. That moment meant a lot to me, especially because it was my first time playing in a World Cup qualifier. Then we beat Belize 2–0, which gave us even more confidence going into our final group match against Honduras. Unfortunately, we lost 1–0. At first, we thought we were out. We were heartbroken and in tears because we didn't think we had done enough to move on. But a few minutes later, we found out that based on the scores in the other groups, we had actually qualified as the best second-place team. The energy completely changed. We were celebrating with the fans, waving our flag, and doing our team chant. It was one of the happiest moments I've ever experienced while in my soccer career. In the second round, we played against the USA and lost 3–0, but I was so proud of how we played. We stayed strong, stuck to our game plan, and gave it everything. Then we faced El Salvador and unfortunately lost 4–0. That result officially ended our World Cup run. We had one more game against Honduras and gave it a real fight, but we lost 2–1. Even though we didn't get the result we wanted, we competed hard and stayed together as a team. One of the coolest parts of the experience was staying in the same hotel as all the other teams. We'd see players from different countries around the hotel, say hi in the elevator, or talk briefly after games. It was a good reminder that even though we were competing, we were also connecting through the sport. The support from the fans meant everything. Hearing them cheer, seeing the flags waving, and knowing we had people behind us made a huge difference. Walking onto the field, singing the national anthem loud and proud, and just representing Trinidad and Tobago is a feeling I'll always remember. Being part of this tournament helped me grow not just as a player, but also as a person. It showed me how much sports can bring people together and how powerful it is to represent your country. Being in the Global Scholars Program, I feel lucky that I got to experience something that connects so closely with what we learn about global understanding, culture, and leadership. I'm so thankful for this experience and everything it taught me.



Mia '28

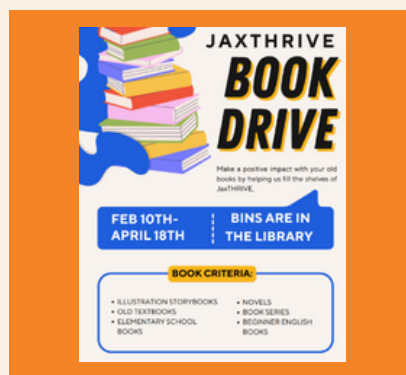
This year, I started the Bolles Boarding Buzz Podcast to share the stories and experiences of boarding students at Bolles. Each episode features a different boarder talking about where they're from, what brought them to Bolles, what life is like for them here, and aspects of their culture. So far, I've interviewed students from Germany, the Bahamas, Australia, Panama, and Trinidad and Tobago. It's been so fun learning about their cultures, from big things like holidays and traditions to small things like slang, favorite foods, and daily routines. The conversations have felt super natural and easy, more like talking with a friend than doing an interview. I've really enjoyed getting to know our boarders better and sharing what makes each of them and their backgrounds so unique. I can't wait to keep the podcast going and continue celebrating the amazing diversity in our boarding community.



[View the interviews here.](#)

Sahana '27

This year, I organized a school-wide book drive to support refugee students at Jax THRIVE, an organization I've volunteered with for some time. I recognized that with summer approaching and schools coming to an end this year, many of these students would lose access to books and reading opportunities. To help bridge that gap, I collaborated with librarians at both The Bolles School and across Duval County. Through this partnership and community effort, we collected over 500 books. At Bolles, donation bins were placed in and around the libraries at the Whitehurst, Bartram, and San Jose campuses, giving both students and teachers the chance to contribute some of their favorite reads. The final collection of more than eight large boxes featured a diverse range of genres, from fantasy and science fiction to graphic novels, catering to a wide variety of reading levels. Distributing the books and watching students light up when they realized they could take as many as they wanted was an unforgettable moment. Their excitement and joy made every bit of the effort completely worthwhile.



Growing up, I always noticed how often girls would stay quiet and in class, while boys would always answer the questions, even when they did not know the answer. I always wondered why the girls, who had so much to say, were stifled by fear of judgement or error. I asked my best friend why she was so afraid of answering questions in class, and she replied by saying the boys in the back of her class would laugh and make her feel self-conscious. More questions and concerns overcame me. For my main project in Global Scholars, I assessed gender disparities, obvious and overlooked and their origins. What was their purpose and foundation?

The cycle which begins with girls who are quiet in class becomes women who do not have the opportunity to be present in the board room, global political arena, and contributing to the world. This where we are at... Nearly six-hundred and fifty million women alive today became brides before they turned eighteen years old. Honor killings persist in the developing world.

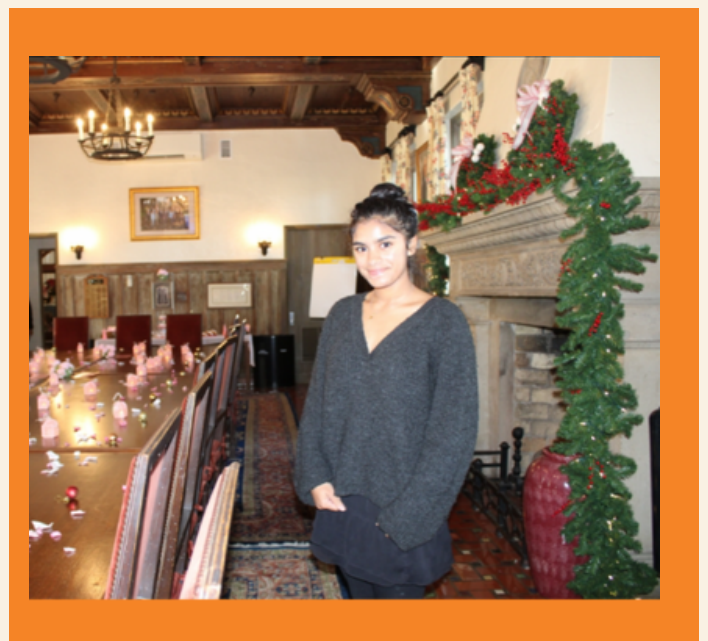
Almost one in three women endure intimate partner, and non-partner violence. A Hewlett Packard internal report showed that men apply for a job with 60% of qualifications, but women only apply if they meet 100%. Until recently, there were more men named John in CEO positions than women CEOs. Women working full-time are paid 84% of what men are paid. My inner struggles became sparks that wanted to make a change – extraordinary and evolutionary. My Global Scholar Classroom has become my comfort space to safely explore global issues, find passions, and dream the impossible. Our teacher inspires us to make sure our projects reach an audience that listens. For my project, I would start a conversation at my school. I asked my teacher if I could host an event with the female student body and women's faculty. With gleaming excitement, I poured all my ideas into a three-page email, outlining my visions and goals for this project.



The 'Day of the Girl' was a success. My peers attended, as did numerous faculty members, including our dean. The event included four essential F's: Forum, Food, Fun, and Favors. I found a female-owned bakery with the sweetest story and ordered cookies with words of empowerment, pink cinnamon rolls, and pink cupcakes. Activities included "Guess this Female CEO?" For favors, I created "Confidence-Kits," pink boxes filled with personalized inspiration notes, a mirror as a symbol of how we see ourselves, and home-made bracelets with words of empowerment. As for forum, I presented a slideshow with the origins and current state of gender disparities. I opened the floor. My teachers brought up ideas that I had not thought about... like why women's clothes were made without pockets (to keep them more dependent) and how several of them played sports before the invention of the sports bra. My classmates shared so many stories about our experiences now. The best part was how so many of the girls wanted to speak and how we all realized that our experiences, though different, were a shared connection.

So, what is next? I plan to see if there is another local school which will allow me to host this event.

Beyond my local community, I hope to work with my teacher to present in schools in other countries. She has a relationship with a school in India, so that will be the starting nation. My dean suggested that I host a similar event for male students and faculty. She offered to help. She and my global scholars teach me that I cannot just speak to females who will be receptive about this issue to make a difference. I will need to work up my courage to host this event with the males, but I will.





Zara presenting about the importance of clean water to JaxTHRIVE for her leadership project.



James '26, Grace '27, Alexiya '25, Anaiya '25, Thomas '27, Emerson '25, Abby '25, and Pedro '26 visited the Ponte Vedra Lower School Campus to explain the UN SDGs and how they are taking action to achieve the goals. The upperclassmen explained their individual capstone projects targeting the SDGs. Grace and Thomas explained how they're taking action on US SDG 2, Zero Hunger, and supporting Feeding Northeast Florida. Their goal was to show the 5th Graders how individuals can make a difference and to inspire them to take action as well.

Kinley '28

As the school year comes to a close, I'm grateful for the many opportunities the Global Scholars Program has given me to grow as a leader, collaborator, and global citizen. Each project has helped me explore new perspectives and connect more deeply with the world around me.

One highlight was participating in the Natural Disaster Global Dialogue, where we explored the effects of climate events on vulnerable communities. That conversation opened my eyes to the complexity of global emergencies and the need for collaborative solutions.

Another significant moment was presenting for Dr. Fanta Aw, a renowned leader in global education. Tasked with explaining our program to her, I was challenged to communicate clearly and professionally, while connecting our work to broader global goals.

One of the most impactful experiences for me was organizing a dialogue with professional soccer player Avery Patterson about inequality in sports. The discussion focused on gender disparities and representation in athletics. It was inspiring to hear her journey firsthand, and it felt powerful to create a space for open conversation and student-led awareness.

I also took part in the Culture Fair, where I teamed up with Heidi to present on Spain, celebrating its rich cultural traditions, history, and global influence. Sharing that experience with other GSP members and the Spanish exchange students through a live dialogue allowed me to reflect on the importance of cross-cultural understanding and the importance of learning about other's cultures firsthand.

Finally, I participated in a yoga session led by Alexiya as part of her Capstone Project, which focused on mental wellness and mindfulness. It was a meaningful reminder of the importance of self-care and how wellness practices can positively impact our lives.

I'm proud to have contributed to so many meaningful projects and look forward to continuing this journey next year!



Spain Booth at the Culture Fair

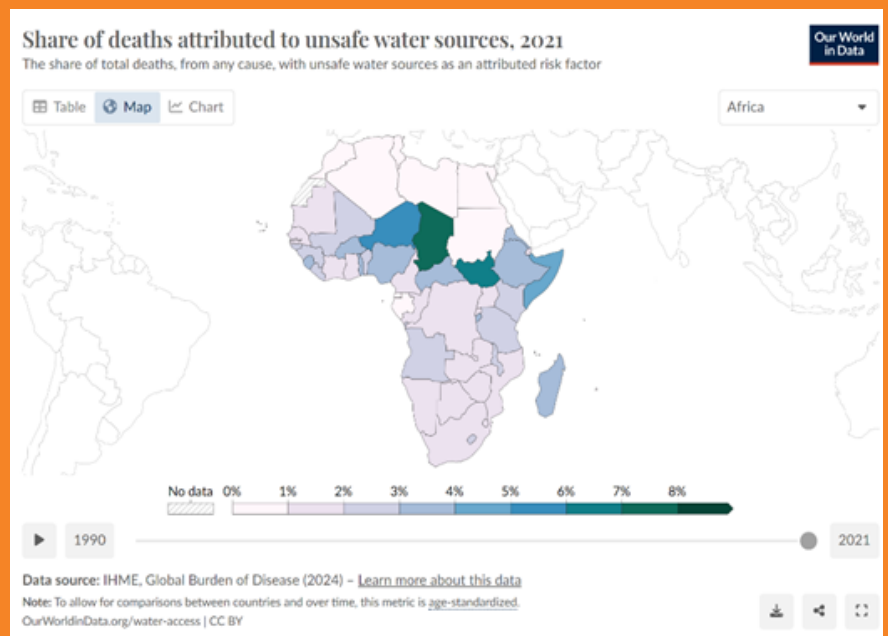


Avery Patterson

Through my global leadership project in researching global water pollution, I realized just how serious and far-reaching this issue really is. Water pollution isn't only about dirty rivers or oceans, but it's also about how unsafe/limited water affects people's health, education, and social lives. In places like Sub-Saharan Africa, the combination of drought, lack of infrastructure, and rising populations makes water scarcity and pollution especially devastating. I was struck by how something as basic as water can shape entire societies: children walking miles to fetch water instead of going to school, families exposed to diseases like cholera, and communities struggling to farm or build their economies because they lack clean water.

What also stood out to me is that this problem isn't only environmental, but it is also social and global. Poor infrastructure, inequality, and even climate change all play a role in worsening water scarcity. I learned about successful efforts, like Mozambique's Corumana Dam project, which not only provided cleaner water but also boosted the local economy. Solutions like better sanitation systems, stronger infrastructure, and international cooperation show that change is possible when attention and resources are given to the issue.

Overall, this project made me see clean water as not only a necessity, but also a human right and a foundation for progress. Addressing water pollution gives people the chance to learn, work, and thrive. Understanding this global crisis reminded me that even though it may not always feel like an urgent issue in the U.S., it is a critical challenge for millions of people worldwide, and one that connects to the United Nations' goal of ensuring clean water and sanitation for all.



Cyrus '26

For a little over a year, I have been working on my Global Leadership project, which was a documentary titled 'Journey of a Lifetime.' The documentary details the lives of several Iranian-Americans, who immigrated to Florida during the Iranian Revolution of 1979. These individuals were in fact members of my family (My grandfather, my father, and my cousin), with each of them sharing their unique perspectives, experiences, and opinions regarding the Iranian Revolution and the process of leaving Iran at the time, what it was like being Iranian in the US in the aftermath of the Iranian hostage crisis, and how to balance Iranian culture with American culture. Filmed with the iPhone 14 Pro, the goal of "Journey of a Lifetime" was to spread awareness regarding immigration, anti-immigrant sentiment, and racism overall. It was incredibly important to me to make sure that the stories, (particularly that of my dad) of these three were heard and the powerful messages behind them sank deep into the minds of my audience. After finishing up filming in December of 2024 and editing in February of 2025, I was finally able to present "Journey of a Lifetime" to a small group of audience members in late April. I was really glad that they were moved by the stories of my family members.



2025 Global Entrepreneurship Challenge

Written by Olivia '27

This past year, I had the opportunity to partake in the Global Entrepreneurship Challenge with my school. The goal of the challenge was to create a product or service that helped to reduce waste, so we could travel to New York and present other teams around the world with our creation. My team discovered that our Bolles IT department had over 110 Surface Go computers that were completely usable but sat aside in storage. Due to the Florida legislature, it is often mandated that workers like educators or doctors replace their computers within a few years to maintain up-to-date technology. The Surfaces we found were in great shape and only a few years old, but had been cast aside without a place to go due to the laws. Our team donated many of the computers to JaxTHRIVE, with the hopes of helping as many families as possible. We wanted to facilitate education as well as to reduce waste. As high school students preparing for college in this climate, we know how essential a computer is to learning. Between college applications, essay writing technology, search engines, and more, everyone deserves a computer and an equal chance to succeed. I am so happy to say that we accomplished our goal and even got to meet some of the people who received the computers, like a fighter pilot from Afghanistan.

In New York City, we did some sightseeing, visited the United Nations, and had lunch at Chelsea Market. We had the best time at the conference and met many new students who shared our passion for making a difference. We were so proud of our group because our tireless practice paid off, and we created a presentation that we will always remember. The Bolles community and our GEC team was honored to help and adored our time on the project.



Liam, Grace, Olivia, Vichy, Ada, Sohan (Class of 2027)

Global Capstone

Pedro, James, Abby, Anaiya, Alexiya, Emerson

The culmination of the GSP is the Global Capstone. Each student investigates a global issue, conducts extensive research, interviews experts in the field, and takes concrete action. As part of their work, each student writes a paper, presents their work to the Bolles community, and documents their work through an online portfolio.

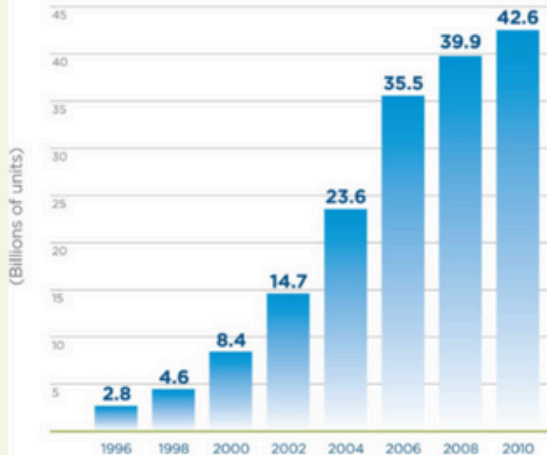
You can view the Class of 2025 portfolios here:

[GSP Portfolios](#)

13 May 2025

Pedro Martinezclark

U.S. Plastic Bottled Water Sales, 1996-2010



Defined as domestic, bottled water packaged in plastic, ≤ 1 gallon.
Derived from Beverage Marketing Corporation data, 1996-2010.

© Container Recycling Institute, 2013

MY ACTIONS

In my opinion, one of the main reasons is we are seeing such a drastic increase in plastic bottles here in the us is because it is simply much easier to buy plastic bottles rather than brining a reusable bottle to work or carrying it around in your day to day life and relying on water fountains to refill your bottle. This is because of the lack of water bottle/drinking stations in our city spaces. This led me to my project where I am working with the city to try and install more water fountains in the most walkable city spaces like the town center, San Marco, the beaches, and also some of our parks. I have met with the head of sustainability management for the city, as well as the head of civic and youth engagement for the city. I am continuing to work on my project and I am planning on meeting various other city reps to advance my project. Separately, something I have done is switch from plastic bottles to a reusable bottle. I got my family to do the same, and we bought a water filter instead of plastic bottles for the house. This is something easy that we all can do!

AN INTRODUCTION; THE WATER CRISIS AROUND THE WORLD

Dubbed one of the greatest threats to our world, the water crisis is projected to significantly worsen by 2050. This is due to factors such as climate change, poor management, population increases, pollution of waterbodies, and increased competition for supplies. In many areas without steady and consistent access to clean and sanitary water, people rely on plastic water bottles which pollute the earth for their main source of hydration. This is why the global south/developing world accounts for 60% of plastic water bottle consumption. However, in the United States virtually everyone has access to clean water in their homes, workplaces, and education centers, yet The United States is within the top three 3 countries where people buy the most plastic bottles. Additionally, the amount of plastic bottle sold is exponentially growing year after year and has increased substantially since 2000.

Where Water Stress Will Be Highest by 2050

Projected ratio of human water demand to water availability (water stress level) in 2050*



* According to "business as usual" scenario=middle-of-the-road future where temperatures increase by 2.8°C to 4.6°C by 2100

Source: World Resources Institute



statista

MAY 13, 2025

JAMES MCCRANIE

Baseball Without Borders: Supporting Venezuelan Youth through Sport



The Problem

Over 82% of the population in Venezuela lives in poverty. Many players do not have access to equipment due to this economic crisis. Ranses Vanero, an alumni of Dragones Béisbol, states, "Some of my teammates couldn't play in tournaments because they didn't have bats or gloves."

My Impact

Dragones Béisbol Menor is a youth baseball club out of Venezuela. After hearing about some of the problems they had from Ranses, I decided to help. Ranses put me in contact with Erik Marquez, the head coach of the teams and the organization. He explained to me how the field was in very poor condition and the lack of equipment some of his players had. To support his club, I held a wiffleball tournament on the Bolles Baseball Field with a \$10 entry. In total, through generous donors and wiffleball players, I raised over \$1,300 for Dragones Béisbol Menor and its players



Anaiya Nahar's Senior Capstone

IMPROVING EMPLOYMENT OPPORTUNITIES FOR INDIVIDUALS WITH DISABILITIES



Maslow's hierarchy of needs



Happy Brew

"Happy Brew is a non-profit coffee shop that employs young adults with intellectual and developmental differences". They provide employment, job training, leadership opportunities, and a vocational program. This unique vocational internship program lasts for 12 weeks and includes a session each week that focuses on growing workplace skills that best meets the individual's needs. Other businesses can learn how to create more opportunities for people with disabilities by learning from Happy Brew's inclusive model.

Next Steps for Businesses

First, businesses must carve out roles for individuals with disabilities. They must be open to creating a workplace where opportunities are available for everyone. Next, businesses should utilize occupational therapists to best support the needs and growth of people with disabilities. These therapists provide services, job coaching, skill development, and address workplace barriers. In other words, they are a link between adults with disabilities and businesses. I will be taking my first step towards creating an impact by interning at the JT Townsend Foundation this summer and supporting their mission of "providing hope to the community of people living with disabilities".



Global Relevance

In developing countries, 80-90% of people with disabilities of working age are unemployed. This quantity is only 30% lower in developed countries. Many don't consider this group potential members of the workforce and believe that accommodating them in the workplace is expensive. Typically, fear and prejudice are the leading factors in creating this false perception. To reduce these inequalities, businesses and society must make an effort to include this group and combat these myths about them. Without financial security, many disabled individuals are not able to reach stages of love and belonging, esteem, and self-actualization, all of which are essential for a productive and meaningful life. With financial security, they are able to join self-advocacy groups, communities, further their personal interests, and more.

Importance

1. Provides them income and opportunities for social participation
2. Their inclusion creates a diverse workplace and market for the business

FAST FASHION

GLOBAL CAPSTONE PROJECT

ABBY BRADLEY



TAKE ACTION

I organized a school-wide clothing swap open to everyone interested in bringing and exchanging some spring outfits. This activity not only helped to support sustainability and cut down on waste, but also inspired my peers and classmates to be mindful in their fashion practices. By emphasizing thoughtful fashion choices and extending the life of our clothes, we can contribute to a brighter and more promising future.

**12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION**



THE PROBLEM

Fast fashion is destroying our planet.

- Globally, the fashion industry produces more emissions than aviation and shipping combined.
- Since 2,000 clothing sales have doubled every year
- Estimated that emissions will increase by 60% before 2030

"The fashion and textile sector is fueling mass overconsumption and waste pollution. And as the industry continues to rapidly grow, so will its environmental impact, unless a shift towards circularity and sustainable production and consumption is taken by all actors," - Jacqueline Alvarez, the Chief of UNEP's Chemicals and Health Branch



MOVING FORWARD

By working together as a community, we can limit our mindless consumption and help each other choose our clothes with intention and purpose. It is critical that we not only raise awareness of the problem, but also of the solutions, such as shopping at thrift shops and small businesses, along with hosting clothing swaps among peers and friends!



By: Alexiya Downer



What Are Blue Zones?

Blue Zones are places in the world where people tend to live longer lives than usual. Not only are these communities living well over 100, but both males and females live to 100+ which is especially unique because women tend to outlive men by 3-10 years!

There are 4 main blue zones across the world that are interconnected with one another because of their principles that they follow within their lives.

These "Power 9" include the following list:

- Move naturally
- Finding your purpose
- Reducing Stress
- Not overindulging
- Plant based diets
- Maintaining social connections with friends
- Being part of social circles that support healthy behaviors

- Putting loved ones first
- Finding belonging in a faith-based community

These 9 principles are unspoken commonalities between that link these 4 places together despite their distance from one another.

My Local Action

For my project I chose to focus on the principle of reducing stress because I felt that it was the most relatable to high school students. On average 75% of high school experience negative emotions related to stress daily.

To help minimize this stress I hosted a yoga class led by Mrs. Gomez that students could attend during activities. The goal of this project was to help students escape from the business of life, especially as we were coming up on exams.





Over 15 students joined me during activities on May 8th for this yoga session.

After the yoga session, I created a survey to send to the participants to get an overall idea of how it went and if it helped reduce stress.

The following results were collected:

- Average overall rating of the session: 5 stars
- Average stress before session: 3.83/ 5
- Average stress after session: 1.33/ 5

Overall, I was able to deduce that many people found the experience very enjoyable. One participant said, "I felt so relaxed and refreshed. My mind and body needed that. It was the highlight of my school day." This just proves that life moves so fast and sometimes we just need to take the time to slow down. Another person said, "I felt like it was a reset, and I felt more focused in school after." This is important information because it shows that instead of feeling more overwhelmed when we take a break, it can actually help improve our focus.

What Can You Do?

There are many ways you can use the principles to impact both your life and the community.

In your personal life, using these principles can benefit both your mental and physical health. Even if implementing these rules into your life doesn't help you live to 100, they are healthy ways of living that will improve your quality of life.

“We work towards making the healthy choice the easy choice for everyone in the community.” - goal of Blue Zones JAX

In the Jacksonville community, we are lucky enough to have an organization that is dedicated to instilling these principles into our community. They are working to put citizens' concerns first, all while continuously improving the infrastructure of Jacksonville.

To benefit the community, you can contribute by pledging your help to the organization, contributing to your local neighborhood programs to promote these principles, or spreading awareness about the importance of blue zone principles in the community.

For More Info

For more info, visit bluezonesprojectjacksonville.com to learn more about how we are empowering our community using blue zone principles.