

Bulldogs Going Global

Edition No. 8

September 9, 2026

By Olivia '27



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.

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Through the GSP, students design and complete projects focused on their individual passions and interests. In this edition, we'll showcase some of our accomplishments.

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

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 GCC 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

We Love Our Seniors!

The GSP saw five seniors graduate in May of 2026. The GSP could not be prouder to have seen the very first program graduates, since the five students were chosen for the very first GSP cohort in Bolles' history. To read their senior portfolios, visit the “Global Scholar Program Reports” section on the Bolles website.



More Alike Than I Expected: My Experience Hosting a French Exchange Student

By Mia '28



Hosting my French exchange student, Klara, for eight days ended up being way more meaningful than I expected. I don't speak French, and she was coming from Clermont-Ferrand to the United States for the first time. It was also her first time ever on a plane, which made it feel even more special knowing I was part of her first trip overseas. At the beginning, because of the language barrier and the fact that she seemed nervous to speak English, I kind of closed myself off. I had the mindset of just getting through the eight days because I thought it would be hard for us to communicate.

But that quickly started to change. During her stay, I introduced Klara to my daily life. She came to my soccer practices, experienced American grocery stores, and saw what school spirit looks like at Bolles. We also did a lot together, like going to the beach for sunrise on her last day, going downtown to Friendship Fountain, shopping at St. Johns Town Center and the Avenues with other exchange students and their hosts, and going out to dinner together.

On the first day when I drove us to school, I told her she could play any music she wanted, but she just nodded and didn't play anything, which really showed how uncomfortable she still felt. A few days later, once she felt more comfortable, she finally started playing music, and we realized we had the exact same music taste. We also liked the

same movies, like different versions of the *Culpa Mía* and *My Fault* London franchises. That moment ended up being a turning point because it made me realize how wrong my first impression was and how much we actually had in common. As the days went on, she became more confident speaking English, and our conversations got easier. I also loved watching her

English improve and seeing her become more confident asking me questions and not being afraid to mess up. When we didn't understand each other, we used Google Translate or just took the time to figure it out. By the end of her stay, she gave me a handwritten list of French phrases and a card thanking me and my family. Knowing how much effort she put into writing that card in English was really heartwarming and showed how much she was trying the whole time. Another moment that meant a lot to me was when she asked if she could take the welcome sign I made for her back to France and said she wanted to keep it in her room. She also told me she was putting pictures of us and her experience into a travel scrapbook. That made me realize that I had made a real impact on her experience, not just as a host but as a friend. This experience changed how I see people from different cultures. I realized that even when something feels uncomfortable at first, taking the time to listen and be open can completely shift your perspective. It also showed me that communication is not just about speaking the same language, but about being patient and willing to understand each other. More than anything, it made me realize that the world is really interconnected, not just physically but in the way people think and relate to each other. If you're willing to step out of your comfort zone and actually listen to new perspectives, even when it feels scary or you don't know what to expect, you can learn a lot and find connections you never thought you would.

Sometimes the biggest differences you expect turn out to be the things that connect you the most.

Abby '28

Dr. Bliss, director of the Jacksonville Historical Society, came and spoke to Bolles AP Human Geography classes on post WWII Urban Planning in Jacksonville specifically but also all the allied countries post WWII. After WWII, veterans were returning to their countries and were given benefits. Which included home loans with little to no interest and would change the future of the World. Post WWII there was a global shift from communism to democracy. A big highlight of democracy is how people should be able to live in and own their own property. Wars create economic booms employing entire countries and limiting food waste and excess things. WWII helped to drag the entire World out of The Great Depression. Suddenly homes and suburban neighborhoods began to pop up all over the globe due to governments being very successful and being able to give back to their citizens and specifically their veterans. This caused the creation of a new middle class and helped to even out the wealth divide exacerbated by The Great Depression. This new global economic shift and boom also came up with some heavy consequences. After the war racism continued to be heavily enforced. Throughout the World new global economies found ways around giving home loans to people of color. People of color did not have money to be able to own or even repair their homes. This sent entire neighborhoods into disrepair even to this day with people from these neighborhoods being forced to resort to crime sometimes to afford necessities. Also to worsen the situation throughout the World highways became very prevalent, especially in the US, with the creation of our modern highway system. In the United States the government has what is called eminent domain where they can claim any piece of land needed for the government. To build the highways they claimed all these neighborhoods predominantly made up of people of color. This process of not allowing loans is known as redlining. Dr. Bliss overall helped to explain these global social disparities to AP Human Geography students and helped us to understand a deeper meaning to why specific areas are why they.



Why Host an Exchange Student?

Abby '28

This year I was a new member of the GSP and therefore I was searching for ways to try and receive points and while looking over the list I saw where I could host an exchange student. In American movies I have seen a lot of examples of this option so I thought it would be fun so I decided to participate. Later that year I inquired about hosting and after discussion with my family decided to host. I was very nervous because I do a lot of activities like dance and theatre and did not know how I would have time to entertain someone. Also, I did not speak or take French. I was nervous but the exchange was creeping closer and I had already agreed to host someone. About a month before the exchange, I was given her name Anaïs Dupont and some information about her. She was the same age and was interested in Bridgerton, Stranger Things, and running. I did not know about all of that stuff, but I knew that at least we watched the same kind of TV. I got her social media from the letter but was kind of weirded out when she had no posts and no profile picture. However, we still chatted on and off until her arrival. When she came, I was really scared because I didn't realize she was super tired after more than 18 hours of flying and that's why she was not talkative. I was scared of the language barrier and her not being able to speak English. The next day, however, we began to talk and get to know one another. We found out that we both love The Spins by Mac Miller in the car we began to sing together and really connected. From that point on, we talked constantly and became best friends. Every night while I did my homework or after we would sit on my bed and talk for like 3 to 4 hours about our days and lives in the US vs France. We created for code names for people from my stories we saw and altogether we got really close and eventually I was able to meet and become friends with her French friends on the trip Eva, Irène, and Raphael. With Eva and Irène we had a sleepover at Ada's house and played games like Truth or Dare. I met Raphael when Amy brought him with her to get bagels. Throughout the exchange, even with the language barrier, I was able to develop some very close relationships. Which still involve even to this day sending Anaïs vlogs on Snapchat every day and planning a trip to Clermont Ferrand over the summer.

All-Ways

Cultural Competency Program

Problem: A cultural disconnect between international students and teachers. Boarding students having a hard time finding belonging in a new cultural environment

Solution: All-Ways is a cultural competency website that educates international students and faculty on the nuances of intercultural communication, supporting adjustment to new school environments.

Taking Action

I recently pitched this business idea to borders in Mrs Boylan's English class. My goal going into the presentation was to emphasize my passion and hope for making thier day-to-day lives at Bolles better. We then had a mini discussion on problems they faced and possible solutions to those problems. I covered ways Bolles can improve thier english and ways they can form a more connected international community through International education week, spark day, ISU and culture fair. At the end of the presentation I had them fill out a form for more feedback. They wrote about how they missed trditional food from thier home country and requested to do more activities over the weekend.



Online classes

•Online cultural competency program, training students and teachers. It helps students learn a new language and also teaches about ways to read different social behaviors typically expressed in the new country

Pen-Pal Program

•Pen Pal Program: A way to connect students with students across oceans. This helps international students learn about a school and a culture before they even set foot on campus

AI Chatbot & Forum

•Using AI and an open question forum to help students catch up woth modern slang and get a first hand perspective to gain insight about traditions and norms a country or culture

NEWSLETTER

GEC 2025-26



GLOBAL CAPSTONE PRESENTATION

-Alexi Parekh

Impact

My Biggest goal is to make the borders feel at home. Through my presentation, I gave hope to those who seek better opportunities for cultural acclimation, which can lead to improvments in social, acedemic and athletic life.

Going beyond the Bolles campus, our cultural competency program can be implemented into any bording school across the globe, to rid linguistic barriers from any two or more cultures.

Motorcycle Safety In Jacksonville

Saian Patel - Capstone Project



STREETSAFEJAX

My capstone project focuses on motorcycle safety in Jacksonville. Jacksonville is considered a very high-risk city for bikers, due to its high rate of car accidents and risk factors for motorcycles. First, I researched these risk factors, and I identified a common set of risks that contribute to a large majority of motorcycle crashes. These factors include rider or bike-related factors like impairment, bike size, safety electronics, motorcycle gear, rider age, and conspicuity. This first type of factors can generally be solved through proper awareness and campaigning for safety measures. The second kind of factors are environmental factors such as road layout, weather conditions, and outside hazards such as vehicles or fixed objects. These can be solved through proper legislation and road construction by the City of Jacksonville.

The Issue

**11 SUSTAINABLE CITIES
AND COMMUNITIES**



My Impact

I created StreetSafeJax, focused on bringing awareness to motorcycle safety in Jacksonville. StreetSafeJax makes Jacksonville-specific and safety-specific motorcycle content to push the message of safety in Duval. It will feature updates, tips, and other messages on hazards and safety practices. I will also focus on making a physical impact by creating flyers, posters, and other media to post at vehicle-specific events around Jacksonville like car shows, bike meets, schools, and dealerships. By spreading awareness about the risks posed to riders in Jacksonville, we can make the city safer not only for motorcycles but for everyone.

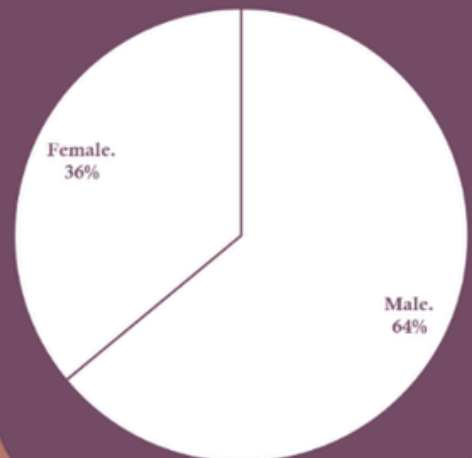
Grace Miller

Food Insecurity: A Misunderstood Gender Issue

Women are typically hired for agricultural jobs with the lowest wages, are fired before men, rarely receive promotions, and deal with sexual harassment in their work environment. For example, some agricultural employers will direct women's wages towards their spouses' paychecks to stop these married women from qualifying for benefits and the minimum wage.

This monetary imbalance exacerbates gender inequality and increases women's tendency for food insecurity massively because they can afford less.

GENDER
BREAKDOWN OF
FARMERS IN THE U.S.

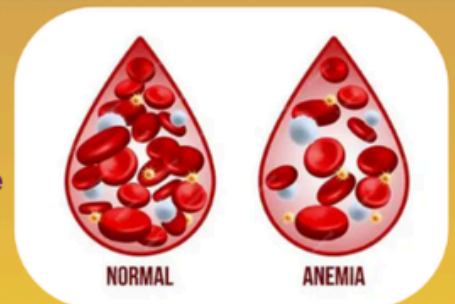


According to the National Library of Medicine's study on gender-related aspects of food insecurity, "at the household level, women are frequently the ones who eat least, last and least well. Increased poverty in female-headed households affects women's nutrition: to adjust to the decline in their capacity to purchase or grow high-quality, diverse foods, they often shift to cheaper and less diverse diets, which frequently lack the key nutrients that pregnant women and young children require."

According to the National Library of Medicine, "in 2017, global food insecurity rose for the third consecutive year, and women were the most affected: a third of the world's women of reproductive age suffer from anemia, usually due to iron-deficient diets."

Solution

At the end of the 2026 school year, I will donate The Bolles School's excess packaged food to FNEFL. The food bank will redistribute these donations to food insecure families in Jacksonville. I hope that this effort will take pressure off families and, in particular, mothers who cannot afford to feed themselves and their children.



Unspun

Problem: Fast fashion brands such as Temu, Zara, Shein, and more exploit not only workers' rights but add waste to this dying earth with their unsustainable clothing. Brands like Zara or H & M also market their brand as "higher fashion," giving them credibility, however it only increases the vicious cycle of waste.



Solution: I decided to create the organization, Unspun, in which I collected other peoples' undesired old clothing and upcycle them to ensure sustainability!



Unspun

GLOBAL HEALTH ACCESS

Sohan Patel

Access to healthcare is widely recognized as a fundamental human right, yet millions across the globe, in both developing and developed nations, continue to face significant barriers to basic medical services. Systemic failures prevent vulnerable populations from receiving essential treatment.

The Core Problem

Global health inequities are not caused by a single issue, but rather by interconnected failures:

- **Economic Inequality:** Financial restrictions often force families to choose between medical bills and basic needs like food or housing.
- **Weak Infrastructure:** Hospitals, trained staff, and medical equipment are unevenly distributed, leaving rural communities, even in wealthy countries like with limited access to specialists.
- **Lack of Resource Distribution:** Medical resources tend to cluster in urban centers, leaving remote regions with severe shortages and long travel times.
- **Aid Dependency:** Systems that rely heavily on international funding, are fragile and can collapse when foreign priorities shift.
- **Universal Care:** In reality, universal healthcare is not truly universal and maintains barriers the prevent proper care.

Impact in Jax

I worked with the Sulzbacher Center to distribute information about free and preventive care options available to residents. Because over 10% Duval County residents have no health insurance, these resources are crucial. Some of the resources included are:

We Care Jacksonville
Volunteers in Medicine
CAN Community Health
MASS Free Clinic



Case Studies that this project is based on:



The Phillipines



Madagascar



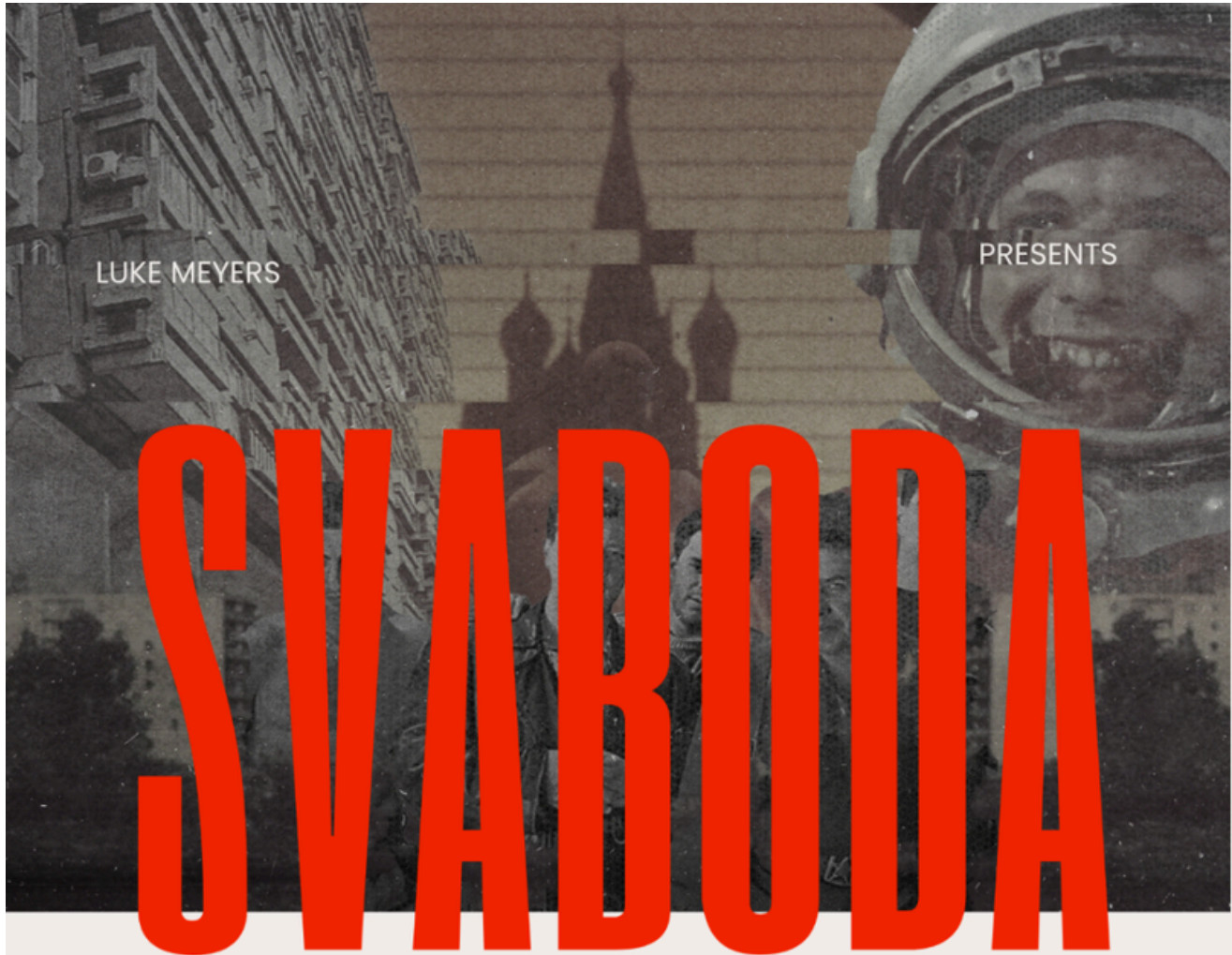
Canada



Iran



Mexico



LUKE MEYERS

PRESENTS

SVABODA

*RUSSIAN FOR "FREEDOM"

COMBATting MUSIC CENSORSHIP IN RUSSIA

THE ISSUE:

Stable and prosperous governance comes from the trust of the people and their government. The Russian Federation has struggled with a poor record on freedom of speech and expression. Among chronic societal issues, the Russian government refuses to address systemic and running problems, further resulting in distrust between citizens and government. Censorship in music, recently over Russia's poor internet infrastructure, has also begun to take hold, threatening one of the last links for 143.4 Million Russians.

MY IMPACT:

With my study of the Russian language and contacts abroad, I decided to use the internet as a means to create a bridge between Russian and English speakers by adapting locally famous Russian songs not otherwise known into English. My focus emphasizes more obscure yet impactful artists whose names are not as widespread in non-Russian-speaking countries. I have received positive feedback and enthusiastic support from an international audience for my work. Many of these artists have been persecuted by the Russian and Soviet governments in their own country, so providing them with an outlet and possible discovery outside of Russia is crucial.

16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



RAISING HURRICANE AWARENESS in Children

A CASE STUDY OF JACKSONVILLE, FLORIDA

Alice Lu
 Global Entrepreneurship Honors
 Allison Chandler
 April 13th, 2026

ABOUT MY RESEARCH

Hurricanes pose serious risks to communities—especially children, who are often overlooked in emergency planning. My research explores how child-focused education, local resources, and family preparedness can build resilience in Jacksonville, Florida. By combining national guidance, interactive learning tools, and local initiatives like JaxReady, we can empower children to stay safe before, during, and after hurricanes.

KEY TAKEAWAY

When children understand hurricane risks and what to do, they are safer, less afraid, and become part of the solution.

THE 3-PHASE FRAMEWORK

A simple way for kids to remember what to do:

BEFORE the Storm

- Make a plan
- Pack your go-bag
- Know your evacuation zone
- Stay informed

DURING the Storm

- Listen to trusted adults
- Stay indoors and safe
- Follow emergency alerts

AFTER the Storm

- Watch for dangers (flooding, debris, outages)
- Ask for help if needed
- Check on others

WHY IT MATTERS

Children are more likely to respond calmly and follow safety steps when they understand what to do.
 Interactive, age-appropriate learning builds confidence and reduces fear.
 Prepared kids help protect themselves, their families, and their communities.

LOCAL INITIATIVES IN JACKSONVILLE

JaxReady provides resources, events, and a mobile app to help families prepare.
 AlertJax sends real-time alerts and important updates.
 Know Your Letter! Jacksonville uses evacuation zones (A–F). Memorize your zone so you'll know when to go.

ADDRESSING DISPARITIES & ENVIRONMENTAL RISKS

SOCIOECONOMIC CHALLENGES

Neighborhoods like Ribault and Moncrief face higher poverty rates and limited access to resources, making it harder for families to prepare and evacuate.

ENVIRONMENTAL RISKS

Low-lying areas near the St. Johns River and tributaries—such as San Marco, Downtown, and areas near Hogans Creek—face repeated flooding risks.

All children deserve clear, engaging, and actionable preparedness information—no matter where they live.

TOOLS THAT HELP

WEATHER APPS & ALERTS
Act as "storm alarm systems" to provide early warnings.
 NOAA WEATHER RADIOS
Reliable updates, even when power or Wi-Fi are out.
 QUIZZES, SLOGANS & GAMES
Make learning fun and help kids remember key steps!

"Educating children is a long-term investment in community safety."

— Kimberly Garbade, Resilience Analyst, Office of Resilience, City of Jacksonville

CHECK OUT MY GAME!

Hurricane Safety Adventure

A story-based game for kids to learn what to do before, during, and after a hurricane.

- Chapter 1 — The Warning Signs & Plan
- Chapter 2 — Pack Your Go-Bag, Stay Safe
- Chapter 3 — Know Your Evacuation Zone
- Chapter 4 — After the Storm (What to Do)
- Chapter 5 — Help Your Community Thrive

Start Adventure

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(See full list on accompanying paper)

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- NOAA. Know Your Risk: Water & Wind. 2025.
- Resilient Jacksonville. 2023.
- And more.

BE PREPARED. BE AWARE. BE THE FUTURE. *You've got this, Jax!*

Bella '29, Kinley '28, & Heidi '28

TRAVEL ARTICLE

BELLA MALHOTRA, KINLEY NELSON, AND HEIDI HASSAN

MARCH 6-16TH 2026

SPANISH EXCHANGE



BENEFITS

This trip to Spain benefited me in ways I didn't expect. For starters, it pushed me out of my comfort zone since I had to speak Spanish all the time. I realized I can actually hold a conversation, and it showed me how different it is to learn a language in a real environment compared to a classroom. Experiencing Spanish culture and history was also really interesting. Being surrounded by so much history made me realize how different it feels from Jacksonville, where things are much newer. It gave me a better appreciation for that kind of environment. Initially, I was nervous about adjusting to a new schedule, but it ended up being easier than I thought. I woke up a little later, sometimes took naps after school, and stayed up later at night. The whole idea of siesta time, taking a nap in the afternoon was definitely a culture shock, however, it made the days feel more relaxed but also productive at the same time. The food was another big highlight. Everything felt fresher and more authentic, and overall just tasted better. I especially liked being able to try different tapas, since it let me have a variety of dishes instead of just one meal. Overall, the trip opened my eyes to what life can be like outside of Florida. It made me more confident and more open to new experiences, and I could honestly see myself living in Madrid someday.



OUR TRIP

Day	Jax-Madrid!
Day 1	Travel
Day 2 – 3	Weekend with Host
Day 4	1 st School Day – Bernabeu Stadium Tour (Real Madrid)
Day 5	Segovia Day Trip
Day 6	Half Day w/ Student at Classes – half day at Prado Museum
Day 7	Toledo Day Trip
Day 8	Last Day! Madrid City Center Tour
Days 9-10	Weekend with Host Family
Last day	Travel Home



GLOBAL COMPETENCE

A foreign exchange gives a student the unique experience of cultural immersion, which broadens one's perspective to the greater world beyond their cultural norms. Through daily exposure to different values, communication, and lifestyles, students can see the world in a different lens. A key takeaway from a foreign exchange is that living in another country and immersing in its daily life makes it easier to understand others and form connections based on shared similarities, despite cultural differences. Collectively, an exchange builds empathy and a sense of global unity. Students emerge better equipped to navigate diversity with an open mindset in the future.

An Odyssey

Riley '29 & Lynn '29

Over spring break, a group of highschoolers ranging from ninth to twelfth grade, and we had the most incredible opportunity to travel with a total of 12 kids and 2 chaperones on an educational, yet fun trip to Greece. It was truly one of the most memorable experiences. Throughout the trip, we visited several beautiful cities and islands, including Ithaca, Nafplio, and Kefalonia. Everywhere we went, we were surrounded by breathtaking scenery, rich history, and a culture that has influenced the world for thousands of years. Walking through ancient ruins, exploring local towns, and learning about Greek history firsthand brought our studies in the classroom to life. Especially, with our favorite, The Odyssey, each 9th grade English class studies and annotates the Odyssey. This book is an epic tale following the Greek hero, Odysseus on his 10 year journey after the Trojan War. During his journey he encounters mythical monsters and wraths of gods to reclaim his kingdom and reunite with his family. Even though, not all of the travelers were freshmen, we all still enjoyed visiting Odysseus's supposed home, Ithaca, and thinking back to the book and identifying if that was truly his home. The best part of the trip was the friendships that grew stronger along the way.

Spending nearly two weeks together allowed us to share unforgettable experiences, create lasting memories, and become a family together. Whether we were hiking up a mountain, trying traditional Greek food, or enjoying the beautiful views, every day we started to trust each other more and grow closer together. This trip was an opportunity to learn, grow, and gain a deeper appreciation for another culture. We returned home with new knowledge, stronger friendships, and memories that will stay with us for years to come. From the hearts of all of us, I would like to thank our chaperones and tour guides for making this amazing experience possible. It was truly a once-in-a-lifetime experience, and we are grateful for every moment of it.



Globally Check-In

Liam '27, Matthew '27, & Saian '27

Check out our GSP student-led podcast! These three GSP seniors are entering their fourth year of producing their own podcast and are always interested in hosting new guests on their episodes. Contact one of the team members or another GSP member to reach out about guest features on the podcast. Globally's most recent podcast episode features alumnus Kyle Sacks:

