MINISTRY OF EDUCATION, YOUTH AND SPORTS

MINISTRY OF HUMAN DEVELOPMENT, SOCIAL TRANSFORMATION AND POVERTY ALLEVIATION

COMMUNITY ACTION FOR PUBLIC SAFETY

POSITIVE YOUTH DEVELOPMENT CURRICULUM

01 SEPTEMBER 2014
ACKNOWLEDGEMENTS

The Positive Youth Development Curriculum was prepared by MindBloom Consulting in partnership with St. Francis Xavier University. We would like to acknowledge the many people who have supported the work of the development of a Positive Youth Development Curriculum and have been contributing to such a curriculum for years before we were engaged in this consultancy. Ms. Elizabeth Goff, Mrs. Licia Castillo and their Belize School Counselors Association colleagues have amassed tremendous resources to support the development of youth in Belize. They were most generous of their time and materials; many of which appear as resources for the PYDC. We are grateful to Ms. Maria Johnston, President of the Belize Association of Principals of Secondary Schools. Ms. Johnston and her colleagues have provided very valuable counsel throughout the development of the PYDC.

It is very important to our team that we acknowledge the commitment and patience of the many members of the Ministries of Education, Youth and Sports and Human Development, Social Transformation and Poverty Alleviation who have guided our work and who are clearly committed to delivering engaging and enlightening programmes that provide the youth of Belize with options for positive life outcomes. We are indebted to the Technical Working Group, chaired by Chief Education Officer, Mr. Christopher Aird for their thoughtful feedback to our work, their expertise in developing a rich and relevant curriculum and their flexibility in working with what was a very ambitious schedule. It has been a pleasure to work with a group so committed to improving the lives of the youth of Belize.

We wish to thank Mr. Elvis Requena, CAPS Programme Coordinator and Ms. Stephanie Pouchie of the Programme Coordinating Unit who have work very hard to ensure the consultancy went as smoothly as possible. A special thank you to Ms. Cherene Valerio, Youth Centre Coordinator, who worked tirelessly to prepare materials, schedule appointments, provide information and organize consultation sessions. Ms. Valerio also gently guided us in a manner that ensured that we saw as much of Belize education and youth programming as possible.

We are grateful to the many school Principals, teachers and youth workers who answered our numerous questions and invited us into their classrooms and centres. We know that these places are very busy, that it is most unnerving to have strangers observe lessons and that it takes time to prepare and respond to consultant queries. We sincerely appreciate the warmth with which we were greeted and the dedication of time that was provided to us at every location we visited.

In order for a curriculum to be successful, it must have relevant content, employ engaging practices to develop knowledge, skills and attitudes and must relate to the culture in which it exists. We know from the many contributions of time and expertise, that many individuals are committed to making this curriculum a success.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE OF CONTENTS</td>
<td>3</td>
</tr>
<tr>
<td>ABBREVIATIONS</td>
<td>4</td>
</tr>
<tr>
<td>1. INTRODUCTION</td>
<td>5</td>
</tr>
<tr>
<td>2. PREPARING TO TEACH THE PYDC</td>
<td>8</td>
</tr>
<tr>
<td>3. OVERVIEW OF THE CURRICULUM MODULES</td>
<td>20</td>
</tr>
<tr>
<td>4. CURRICULUM TRACK 1 - CONFIDENCE</td>
<td>25</td>
</tr>
<tr>
<td>5. CURRICULUM TRACK 2: CONNECTION</td>
<td>36</td>
</tr>
<tr>
<td>6. CURRICULUM TRACK 3: CHARACTER</td>
<td>48</td>
</tr>
<tr>
<td>7. CURRICULUM TRACK 4: CARING</td>
<td>75</td>
</tr>
<tr>
<td>8. CURRICULUM TRACK 5 - COMPETENCE</td>
<td>86</td>
</tr>
<tr>
<td>9. CURRICULUM TRACK 6: CREATIVITY</td>
<td>96</td>
</tr>
<tr>
<td>10. CURRICULUM TRACK 7: CITIZENSHIP</td>
<td>104</td>
</tr>
<tr>
<td>11. YOUTH LEADERSHIP: A BANK OF IDEAS</td>
<td>118</td>
</tr>
<tr>
<td>12. SERVICE LEARNING</td>
<td>149</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>154</td>
</tr>
<tr>
<td>APPENDIX A: TEACHING STRATEGIES</td>
<td>155</td>
</tr>
<tr>
<td>APPENDIX B: GROUP ASSESSMENT TOOLS</td>
<td>160</td>
</tr>
<tr>
<td>APPENDIX C: INDEX OF TRACKS AND RESOURCE MATERIALS</td>
<td>161</td>
</tr>
</tbody>
</table>
### ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAPSS</td>
<td>Belize Association of Principals of Secondary Schools</td>
</tr>
<tr>
<td>CAPS</td>
<td>Community Action for Public Safety</td>
</tr>
<tr>
<td>CCSLC</td>
<td>Caribbean Certificate of Secondary Level Competencies</td>
</tr>
<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>CEdO</td>
<td>Chief Education Officer</td>
</tr>
<tr>
<td>CPA</td>
<td>Country Poverty Assessment</td>
</tr>
<tr>
<td>CSEC</td>
<td>Caribbean Secondary Examination Certificate</td>
</tr>
<tr>
<td>CXC</td>
<td>Caribbean Examinations Council</td>
</tr>
<tr>
<td>DEC</td>
<td>District Education Centre</td>
</tr>
<tr>
<td>ESS</td>
<td>Education Sector Strategy</td>
</tr>
<tr>
<td>GOB</td>
<td>Government of Belize</td>
</tr>
<tr>
<td>HFLE</td>
<td>Health and Family Life Education</td>
</tr>
<tr>
<td>HRDS</td>
<td>Human Resource Development Strategy</td>
</tr>
<tr>
<td>IDB</td>
<td>Inter American Development Bank</td>
</tr>
<tr>
<td>LSE</td>
<td>Life Skills Education</td>
</tr>
<tr>
<td>NVQ</td>
<td>National Vocational Qualification</td>
</tr>
<tr>
<td>PSE</td>
<td>Primary School Examination</td>
</tr>
<tr>
<td>PTA</td>
<td>Parent Teacher Association</td>
</tr>
<tr>
<td>PYDC</td>
<td>Positive Youth Development Curriculum</td>
</tr>
<tr>
<td>QADS</td>
<td>Quality Assurance and Development Services</td>
</tr>
<tr>
<td>SCAIS</td>
<td>Self Esteem, Conflict Resolution, Anger Management, Independent Living Skills Program</td>
</tr>
</tbody>
</table>
1. **INTRODUCTION**

The Positive Youth Development Curriculum (PYDC) must be based on a holistic model that draws on the general curriculum outcomes of the *Ideal Caribbean Citizen* and reflects some of the best components of current Life Skills Education curriculum. The curricular pathway to reach the desired outcomes is one which involves guiding youth through a blend of traditional education practice and experientially through a youth-leadership curriculum that develops specific transferable skills. The foundation for the curriculum is based on 21st Century best practices and the 7 C’s that describe attributes of the Ideal Belizean Citizen: confidence, competence, character, caring, connection, creativity and citizenship.

The curriculum emanates from the 7 C’s that have been described in detail in the Programme of Study.

1.1 **Teaching with the Curriculum**

The following is a guide to assist instructors in sequencing the teaching of the modules and units contained in this curriculum. The aim with the PYDC is to offer a flexible offering of module choice. Essential to the successful learning outcomes associated with the curriculum is drawing on youth experiences that accent positive development. The starting point is to lead youth to explore and reflect on their self-identity and knowing how to make positive connections with others. The following seven points provide a general programme orientation:

1. **Assess the needs of the class or group.** This would involve taking an inventory of youth interests, assessing the leadership strengths within the group and identifying sensitive topics. Information about, and examples of, assessment tools are provided in Appendix B.

2. **Develop a plan for the year based on what modules and units are deemed to be the most important areas to cover.** Estimated age bands for the knowledge development modules have been provided. While the Positive Youth Development Curriculum is designed for Lower and Upper Secondary, it is understood that some students, either in the youth centres or the schools, will not be at the Lower Secondary level developmentally. To this end, the age bands reflect the developmental ages of the youth rather than the chronological ages. The former should be determined as part of the assessment exercise in Step 1.

3. **Select, plan, prepare and deliver according to the suggested teaching cues, 2 – 3 key activities from the Leadership I initiatives.** Please note that appropriate leadership activities have been suggested within each Unit. In addition, a bank of activities is provided in Section 4. Assess whether or not the initiatives had the intended results – the outcomes were reached (in degrees) and essential skills
were challenged (developed). Determine whether or not more activities from Leadership I are necessary to meet the desired learning outcomes and to advance student growth.

4. Based on the initial assessment in step 1, choose the Units (and modules within Units) focused on knowledge development. Again, it is important for the instructor to assess whether or not the learning outcomes have been achieved or whether more emphasis needs to be placed on certain aspects of a particular module.

5. Select, plan, prepare and deliver 2-3 key activities from Leadership II. Assess whether or not the initiatives had the intended results. Determine whether or not more activities from Leadership II are necessary to meet the desired learning outcomes and advance the skill development.

6. If all youth have completed all elements of a particular module, complete a community assignment.

7. When the appropriate number of Modules have been completed, introduce a Service Learning Project. The Service Learning Project should have specific skill development outcomes and be tied to the betterment of peers, the school or youth community or the broader community.

The resources which support the teaching of the curriculum come from various sources. These resource materials are provided in separate resource guides that are available to all Counsellors and Positive Youth Development Educators.

### 1.2 The Youth Leadership Passport

Assessing the progress of youth through the PYDC is done through the completion of a Youth Leadership Passport which describes what each youth has completed at various stages of the curriculum. The Passport would have five descriptors for level of achievement:

- Not yet there
- Trying to get there
- Almost there
- Getting there
- There
The Passport is based on competency based learning. This means that a youth may retry any module of the Passport to earn a better evaluation. The youth has possession of the Passport at all times. The Ministry retains a duplicate record. The objective is for the youth to obtain a Passport that is completed on both the front and back. The passport also contains a section where instructors can provide comments about the levels of knowledge, skills and attitude developed.

When a youth has earned 20 modules with a score of “Almost There” or “There”, has at least two modules from each Track and has completed a Service Learning experience, the Passport will be considered complete. A minimum of two community assignments must be completed. A completed Passport would qualify youth to serve as PYDC assistants in schools and youth centres.

Example of Passport Front

Ministry of Education, Youth and Sports

This Passport Certifies that

has completed the requirements of the Positive Youth Development Curriculum

Signature______________________
Date_________________________
2. PREPARING TO TEACH THE PYDC

2.1 The Process of Learning

The PYDC has been organized to advance knowledge, skills, attitudes and values. This can only be achieved through innovative teaching strategies that research has proven to demonstrate the best possible learning outcomes. The curriculum contained in this document places considerable emphasis on experiential education. This is a process of self-growth for the youth through experiences where youth are able to work kinesthetically to use their new skills in an authentic setting—an environment that supports the attainment of the 7 Cs. Instructors need to ensure that the youth have educative experiences in an environment designed to allow them to achieve a positive experience and personal success. The instructor in the case of experiential education is the facilitator of the experience; not providing any answers to the youth, but rather guiding the youth toward self-discovery (self esteem, personal growth, motivation, and determination) and by providing the necessary corrective feedback to enhance positive youth development.

2.2 Designing a Quality Lesson

When designing a quality lesson for the PYDC, the instructors should create a lesson that will be safe, allowing the youth to be able to have a positive educative experience. The instructor should be aware of the risks associated with the given lesson and determine how to minimize and/or prevent those associated risks. In considering safety, an instructor should be aware of their youths’ abilities and skill levels so as to design a lesson that will most be beneficial for the class. The instructor must ensure that the challenge matches youths’ abilities. By focusing on providing an adequate challenge for the youth, the educator will keep their attention and interest and allow them to be successful. This pre-assessment consideration is respectful of the emotional, social, intellectual and physical abilities of the youth in the aim of developing a positive learning experience.

Instructors should be creative with their presentation of the knowledge and leadership learning activities. Customize the scenarios to the context of the youth. Be creative & use humour to engage the youth in the experience. Instructors should allow an adequate amount of time to prepare and set up any equipment and props necessary for each lesson. Allow time for clean up and packing of equipment. Allow enough time for proper reflection, discussion and transfer of skills and knowledge. Experiential lessons require more time to prepare, facilitate and clean up than traditional chalk and talk lessons. However, experiential lessons are generally more engaging.
2.2.1 The Focus of a PYDC Lesson

A successful PYDC lesson depends on the quality of the experience. If the experience is positive, instructors will be accomplishing the main goals of helping youth achieve the necessary outcomes linked to the 7 Cs. When this is coupled the knowledge attainment, the promotion of living a healthy lifestyle, the importance and benefits are immediate in developing a positive youthful citizen of Belize. The aspects of a quality lesson are as follows:

- **Purpose**—outcome to be achieved is clearly defined and articulated to the youth, outcomes are identified.
- **Authenticity**—the participant is learning by doing in the appropriate environment.
- **Planning**—the instructor has prepared for a quality experience—checking to make sure materials are ready and that a reasonable amount of time has been allotted for the experience.
- **Linkages**—the instructor has made thoughtful connections between the experiential activity and the topic of the unit. These linkages are the responsive, flexible pathways to address the unique needs of each class.
- **Organization**—the lesson is clearly laid out, printed materials are set, equipment inspected and ready to be used.
- **Considerations specific to the activity**—establishing the social parameters—peer respect, appropriate language, behaviours and expectations that are associated with each activity.
- **Monitoring**—ensuring all youth receive quality feedback.
- **Assessment**—process of achievement, challenging youth to expand their knowledge and skill base.
- **Reflection**—tying together the learning experience by helping youth make connections to the activity objectives and to the overall 7 Cs curricular outcomes.
- **Life-Long Engagement**—encourages participation outside of the immediate school-type setting after school completion.
- **Fun**—opportunity to participate in a safe, fun, enjoyable, and supportive environment.

2.2.2 Establishing Groups

A key element to success in cooperative learning is to create base groups on thoughtful consideration that balances personalities, strengths, special talents, and unique needs of the youth. Sometimes setting working groups for youth can be left to chance or a random approach to mix it up, keeping things interesting for the youth and the instructor. In setting youth into base groups that are designed for them to work together as a team, we recommend a few strategies listed below. There are a couple of considerations for setting groups. A base group is usually between 10-12 youth (a nice working number to keep focus and draw on a range of talents). For small group academic activities two - three youth tends to allow for the best participation and opportunity for someone to make a positive contribution.
Ways to organize youth into groups

A cooperative approach to learning (Lions Quest Skills for Adolescence Fourth Edition Program Guide, pp. 39–40) offers good suggestions about why cooperative learning is an effective approach to learning and how to structure this practice in your classroom. These are some suggestions for how to break youth into different types of groupings:

- **Use playing cards:** Pass out one playing card to each participant and you can separate them by suit, evens, odds, the same number (four 9’s), card-runs (2,3,4,5; or 6,7,8 depending on how big you want the group).

- **Create cue cards with participant information:** Ask participants to complete an information card about themselves. First ask each youth to write his or her name in the centre of the card. Then, in each corner of the card have the participants write down a piece of information about themselves. For example, in the top right hand corner ask them to write their favourite subject, in the top left, write their favourite activity, bottom right, write their preferred way to learn (along, partner, group), bottom left, write their learning style (auditory, visual, kinesthetic). After participants have completed the cards, you as the instructor, can create different types of groupings by using the information on the cards to organize your participants.

- **Use coloured strips of paper:** Pass out strips of coloured paper. Those participants with the same colour join one group OR participants must create groups with individuals with all different coloured papers.

- **Pairings:** In a large circle play look up look down. Start with all eyes looking at toes (preferably their own). When the instructor says “look up” all youth look up with the intention of looking at someone across from them. If eye contact has been made they form a pairing. Repeat this process until all participants are paired. Because of numbers be prepared to make a triad (a group of three).

- **Triads:** This sorting of youth into threes is based on the luck of the draw. Using recognized symbols, have participants reach into a hat and select one symbol: # @ & (example only). Once all the symbols have been selected, youth with corresponding symbols form a group of three. Based on numbers, you may have to have a group of two or four, but make sure you prepare the correct number of symbols to arrive at the desired arrangement.

The following is some information about group characteristics that may be helpful to instructors as they manage the learning experiences:

**“High Functioning” Groups:** All youth are unique, and all groups will react differently to the tasks and challenges presented to them. With high functioning groups, it is suggested that doing more activities is not necessarily better. Rather, greater and deeper discussion related to each activity is preferable to engaging them in a greater number of activities.
“Resistant” Groups: Some groups might be especially resistant to participating in these activities. With these sorts of groups, a greater emphasis might be placed on initiatives related to the core values of commitment and respect. Again, follow-up discussions related to community/citizenship and respect are especially important.

“Low Functioning” Groups: It is possible for a group of youth to be very low functioning in terms of skills, abilities and group dynamic. These deficits could be present for a variety of reasons. These youth require significant modification & customization of the activities. Instructors should focus on helping youth to develop communication skills social skills, and respect for others. A basic theme could be: “Your actions affect other people.”

*Please note a Low Functioning Group will require a higher staff to youth ratio to run these activities.

2.2.3 Building a safe and positive learning environment

Certain instructor behaviours result in effectively managed lessons and include:

1. Being clear about what is and is not acceptable behavior
2. Monitoring participant behavior closely and responding quickly to misbehaviour
3. Following through with established consequences for unacceptable behavior
4. Monitoring participant progress by checking and promptly returning assigned work
5. Allowing participants the right to pass in any discussion that elicits opinions or experiences. In an atmosphere of respect and trust, most participants will be eager to participate most often. The right to pass should be stated at the beginning of the course but this does not apply to the completion and submission of written work.
6. Allowing participants opportunities to describe what a good classroom feels like and sounds like (use activity called T-charts from St. Francis Xavier University Activities)

A safe and comfortable learning environment can also be established through the use of positive climate activities. Suggestions of effective activities to build trust amongst members of the classroom are listed: Wall of Fame (p. 36), Comfort and Caring (p. 37), and Question Box (p. 37) (Lions Quest Skills for Adolescence Fourth Edition Program Guide, pp. 39-40). It is a good idea to begin with activities that allow youth to get to know one another better such as: Cultural Artifact, People Bingo, TTF (Two Truths and a Fib), and Where I’m From poem (St. Francis Xavier University Activities)
2.2.4 The Community Standards Agreement

Another way to create and maintain a safe-learning environment is by having participants create a Community Standards Agreement (CSA). Participants decide on agreements for behavior that will make the environment a comfortable place to learn. The instructor may wish to include some of her/his own boundaries or rules of engagement. Once the agreements and consequences for not following expectations are set, they should be posted on the wall for all to see. Helping to set agreements, and decide on consequences, gives youth ownership and makes it much more likely that they will follow the agreements.

The Community Standards Agreement, should be completed at the beginning of the program. This is an agreement about how youth and instructors will relate to one another over the course and serves as a reminder. More specifically, the CSA is an agreement between the instructors and the youth to be respectful and supportive of one another. Discussing and signing the CSA hold both instructors and youth accountable for their attitudes and actions, and for supporting themselves and others as they explore and try different aspects of leadership. The goal of a CSA is to fully value individual members and the knowledge, skills, and values (attitudes) that they bring to the group. Through this agreement, how the group values these aspects of their members becomes deliberate and they make conscious decisions when it comes to their language, behaviour, and expectations. It is recommended that a big piece of chart paper be used to record how the group will conduct themselves and when all members are satisfied they can sign the agreement and have this posted in an observable location. By signing the agreement, both instructor and youth are held accountable for their attitudes and actions, and for supporting themselves and others.

The agreement includes five focal areas. They are: be here, set goals, let go, work together, and be respectful:

1. **Be here.** This refers to the readiness and presence of each individual in body, mind, and spirit. A commitment to participate and to focus on the events currently happening around each participant. Instructors' and youths' physical presence demonstrates support for others in the group and shows the individual’s readiness to engage in the activity.

2. **Set goals.** This refers to each individual working to overcome their own personal challenges in any or all of the core values and activities. This is the willingness to put in place small goals to challenge themselves mentally and physically. It also refers to the setting of goals that the youth wish to carry with them into their future. These can include dreams of what they wish to become, or how they want to be viewed.

3. **Let go.** This part of the contract includes acceptance of self and others, as well as forgiveness. It is easy for youths to internalize the actions and behaviours of others and to allow this to hold them back. Letting go of negativity can allow the youth to begin to move toward their full potential.
4. **Work together.** This is vital when participating in group activities. Youth and instructors need to be able to work together to accomplish a task. The successes of the groups are motivation for future triumphs.

5. **Be respectful.** This is in reference to respecting themselves as well as the opinions, knowledge, and skills of others. This is a major part of the overall group dynamic and it ensures that the atmosphere is positive and safe for all individuals to feel comfortable sharing and working together. The CSA can be designed together as a group so that all individuals take part in creating the promises they are agreeing to keep. Lead the discussion, asking the youth for input on what they feel should be included under each of the five concepts above.

If needed, the CSA can be created ahead of time and handed out to the youth to read over. If this approach is taken, it may be a good idea to read over each statement so that everyone is aware of what is meant by being present, setting goals, letting go, working together, and being respectful.

### 2.3 Youth Leadership I and II: An Experiential Approach

*A Matter of Time: Risk and Opportunity in the Out-of-School Hours* (Carnegie Corporation, 1992) focused attention on the role that “productive” use of time could have upon desirable youth development. The main benefits included the learning of pro-social values while engaged in constructive activities and the establishment of positive social supports and networks to facilitate future education and employment (Eccles & Templeton, 2002). Providing authentic-leadership opportunities through experiential-based activities for youth is one manner by which such benefits may be realized.

Recognizing the potential of such leadership opportunities, Lieberman, Arndt, and Daggett (2007) have cautioned that although leadership opportunities may be made available within educational settings, “they must be consciously designed” (p. 47). For, without this, “it is only by chance that leadership skills are integrated into activity” (p. 47). Similarly, Gould and Voelker (2012) found that youths can, and do, learn to lead if leadership is intentionally developed thorough extracurricular physical activity programs. Leadership development cannot be left to chance; purposefully designed leadership development programs and opportunities are essential.

Rhodes and Lounsbery (2010) have outlined a successful leadership program as one in which a central goal was to empower the youth who take upon various authentic leadership roles. Many of Quinn's (1999) best practices in community programmes for youths were addressed. These included reaching out to schools and community partners in youth development and enhancing the role of young people as community resources.

Hellison’s (1995, 2003) “Teaching Personal and Social Responsibility” (TPSR) model provides a framework and suggestions for practice for youth leadership and mentorship within physical activity settings. For
example, Hellison (1995) has explained that the utilization of student-led mentorship programs is ideal for extended-day (i.e., before or after school) programs. Hellison (1995) has further suggested such mentorship programs have the potential to have a positive impact on both the mentors and the younger students, adding, “most mentors enjoy the experience, and several have wanted to do it again, even without academic credit” (p. 83).

There are many forms of leadership. Common leadership styles include autocratic, democratic, laissez-faire, and followership. While it seems odd that followership is a form of leadership, effective followers contribute to effective groups. There are specific attributes exhibited by followers and because followership can be developed, practiced and improved to the benefit of groups, it is identified as leadership behaviour.

Followership is a person’s ability to lend their strengths in support of an idea or direction that the group has decided. Not everyone is vocal but each person has the capacity to help where his/her strengths are best served. A good follower lends support to the aims of the group to help it accomplish the task. Good followers may simply be the individuals cheering the group on or praising another’s efforts. Good followers can at times be the people who draw out the strengths in others with the intention of setting a positive direction or accomplish a task. In addition, some followers have the ability to make sure all are included in a group task; an inclusive skill that lends itself to collaborative leadership.

The initiatives (all of the activities in this section are referred to as initiatives [challenge activities, team building activities, problem solving tasks, cooperative tasks]) organized as a bank of ideas in this section, include the opportunities for youth to experiment with elements of each leadership type as they discover their own unique style. The instructor must be familiar with the concept of spotting—making sure youth do not fall and injure themselves (more on safety concerns later in the document). If you are not familiar with any initiative challenge or are uncertain whether you have the ability to safely run the initiative or game, it would be advisable to not run that particular activity.

Initiatives are experiential (hands-on) activities also known as team-building or problem-solving tasks. They put people in challenging situations that do not have immediately obvious solutions. Initiatives require creative thinking, innovation and problem-solving skills, coupled with cooperation, decision making, critical thinking, combined with social and communication skills. If youth have a deficit in one or more of these skill areas, these activities can help develop the core skill. The instructor should take time to analyze the youth they are working with and ask: What issues are they presenting? What are their strengths and deficits? How advanced are their social skills and communication techniques? Customize the initiatives to address the needs and context of the group. This will make the experience much more valuable for the participants and will prevent the instructor from getting bored with the activities. In a successful initiative, the following occurs:

- youth take part to the fullest of their abilities;
• youth can assume an active role within the activity;
• Instructors clearly state their expectations of the group early on, such as, “Today we’re learning about social skills;”
• Instructors provide the rules and objectives of the initiative but DO NOT hint at how to solve it. This would rob the youth of the experience and the actual learning that was intended;
• Instructors always evaluate for safety (e.g., spotting) and risk management; and
• Instructors talk as little as possible.

Another element that is important to note is that the Leadership component is, by nature, active. Hence, there is a health benefit by being engaged in an activity while learning. In short, the initiatives open up the learning experience kinetically and require degrees of strength, coordination, balance, timing, hand-eye coordination, gross and fine motor skills; all of which contribute to fundamental movement processes for a developing adolescent. The initiative is a cognitive experience, but requires an active body to accomplish the task.

Because of the active nature of leadership initiatives, they also directly teach groups about personal and peer safety. While it is important to accomplish the task, the PYDC instructor is always placing spotting, safety and group well-being in the forefront of each activity. This modeling reinforces a safety lens for youth to look, think and act mindfully of themselves and others. Each initiative is not about completing the task at the risk of being hurt. Leadership initiatives, when presented well, establish consequences that result in an increased challenge in accomplishing the task. However, they are also set within parameters that condition the youth to act safely within the set parameters.

2.3.1 The Initial Steps

There is more to facilitating a group of youth through an initiative than simply doing the activity. The following steps will help make the experience more meaningful for participants. This overview was presented earlier in general terms for experiential programming, but a more initiative focus is as follows:

**Frontload**

Frontloading is simply informing participants what is expected of them during the activity—in other words, the topic or theme. It is a brief discussion before the action. For example, the instructor might say, “Today, we are going to focus on communication skills. What are some various ways we communicate?” Do not be afraid to remind the group of the initiative goal or theme throughout the session, but be sure to always do it at the beginning. In frontloading, the instructor should try to be creative, develop a story line or script that gives the activity meaning to the group, purpose for them as a team, and relevance as to why they are meeting the challenge. In short, don’t be boring when setting this up for the youth.
Experience
This is the actual activity. The instructor should be sure to watch for teachable moments, potential safety hazards, and participant engagement. This is the moment for the instructor to step back and allow events to unfold, observing, remembering and writing down important moments to discuss during the debriefing. For example, you may notice that one participant speaks louder in order to dominate the decision-making process. This is a good point to bring up in the discussion after the activity. And finally, the group is under the supervision of the instructor, observe and spot for safety (more on this further into the PYDC).

Teachable Moments
These are key moments during the experience when you pause the group, point out what is happening, and ask if it is significant to the group. It is a short discussion that is not long enough to interrupt the flow of the initiative. For example, an instructor might say, “Seth, I noticed you just yelled at the group when you wanted them to pay attention to your idea. What are some other ways you can use to get people to listen to you?”

Reflection / Discussion
This stage is also called the debriefing or less militaristic, the discussion. It is when the group discusses what happened during the initiative experience. The instructor should ask questions that require more than yes-or-no answers (see Bank of Questions below). Also, learn the value of silence. The less you talk, the better. Do not force your preconceived ideas of what learning occurred. Learning is messy, organic, and tangential. Allow the youth to share what they learned—you may be surprised by what they take away from an experience.

Transfer
This stage is the most important part of challenges activities and initiatives. It is an extension of the discussion. The PYDCE tries to help youth to connect the learning that occurred to their everyday lives. The youth provide real examples from their lives that demonstrate their understanding of the initiative. If there is no transfer, then the initiative was just creative babysitting. For example, you might ask, “How does this apply to you? Give an example of how you can incorporate this into your life.”

It is important to discuss the activities so that you can be sure that the youth understand the purpose of the challenge / activity / initiative. During the discussion, allow the youth to discuss and reflect upon what they felt the purpose of the activity was and to ask questions, which will guide them back to the core values. For example: “How did you feel before you began the activity (once you heard the description of the activity)?”
and “How did you feel as you participated in the activity? Were you able to use communication skills?” For successful Discussion, the following should occur:

- youth take part in a group discussion respectfully (no interrupting);
- youth verbally analyze (i.e., talk about) by focusing on what actually happened during the initiative; instructors ask open-ended questions and talk as little as possible;
- instructors do not force meaning onto an event (don’t tell participants what they should be learning);
- instructors allow participants to make their own meanings; and
- instructors encourage everyone to contribute.

2.3.2 Finding a Space

It is important to find the best physical location for the activity. This will likely require investigating a small number of possible sites within a relatively close distance to your facility. Many of the activities can be completed without any specialized permanent structures in place.

- Can the available indoor spaces accommodate small groups and the entire large group?
- Can the available outdoor spaces accommodate small groups and the entire large group?
- If other groups are to be present, are there assurances that our group will have space that is free from distractions by others?
- Is the ground or floor free from objects that may trip participants or obstruct activities?
- Is the outdoor space public or private?
- How close will the group be to first aid or security?
- What is the communication protocol with my school, centre, principal or senior administrator?

2.3.3 Thinking about Equipment

It is essential to have all of the required equipment for the activities you choose. Some activities require no to minimal equipment. Within this manual, each activity description clearly outlines the equipment required. Choose activities for which you can access the required equipment and improvise and adapt—model creativity. Be sure to check with other schools or leaders to see what can be shared or improvised.

- Do you have all required equipment for the initiative you have chosen?
- Do you have all required equipment for the large group activities you have chosen?
- Do you have all required equipment for the initiatives you have chosen?
- Do you have all required equipment for the culminating activities you have chosen?
2.3.4 Thinking About Safety

We want youth to have fun, be active, and to learn through direct experience. To maintain an environment where this is possible a number of safety considerations must be taken into account. We suggest the following check-list, and this is by no means exhaustive; rather assistive in your thinking to help in setting up the experiential activities of the PYDC:

- Did you sweep the outdoor space of obstructions? Depressions or holes in the ground? Broken glass? Exposed roots that could cause someone to trip?
- Did you check the materials being used to ensure everything is in working order and is ready to use?
- Did you clear the indoor space to ensure adequate space for movement to support the activity?
- Are the ropes untangled?
- Did you review the safety procedures with the group and the behaviour expectations as per the Community Standards Agreement (see above for specifics)?
- Are you prepared to spot the activity? Do you need additional spotters? Do you need a co-leader to help with a complex challenge, initiative, activity?
- How far away are the bathroom facilities?

2.3.5 Opting Out

A key component of these activities, initiatives, challenges, and games is participation by choice—the right to opt out! Youth have the right to participate on their terms, according to their comfort level. This requires group members to be understanding of one another’s needs. Activities that challenge groups to do difficult tasks require group members to be respectful of others’ limits—everyone is different. Do not force anyone to participate in an initiative. Let youth know that the expectation is for them to take part as much as they can, but if they feel unsafe, they can work out an alternative way of participating with the instructor. For example, a youth may not be comfortable wearing a blindfold due to past abuse. Options are to simply close the eyes or to have a partner do the blindfolded part of the activity twice. Be flexible and aware of others’ limits.

Opting Out is based on a commonly recognized practice referred to as “choosing their level of challenge/comfort.” Opting Out recognizes the individuals who may not be ready to move out of their comfort zone may choose their own level of challenge, or even decline the task at hand if they feel they are not ready physically, psychologically or emotionally. Supporting individual choice is part of developing trust in a group, and providing a choice promotes an atmosphere of self control, promoting motivation that comes from within as opposed to peer pressure. This approach fosters intrinsic motivation and helps youth to develop an internal locus of control – a key component of self confidence & self esteem. However, Opting
Out is not permission to opt out of participation—they can still be involved as an active observer, spotter, or spirit coach providing encouragement to their group. If a group member chooses to wait until they are ready, or declines a challenge, they must find a role to help in the success of the task so that they are still an equal contributor and a valued part of the team.
3. OVERVIEW OF THE CURRICULUM MODULES

The modules are organized by track with each of the tracks being one of the 7 C’s: Confidence, Connection, Character, Caring, Competence, Creativity and Citizenship. The Tracks are grouped with those focused on personal and social development appearing first: Confidence, Connection, Character and Caring. These are followed by those focused on career and academics: Competence, Creativity and Citizenship. The curriculum is designed to have specific units within each Track. This document presents three units for one track and one unit for six tracks. It is our hope that these units will serve as exemplars for the development of additional units within the curriculum. Most units contain six modules.

The manner in which curriculum is delivered is crucial to how youth will learn the knowledge, skills, and attitudes in the PYDC. Direct instruction does play a role in the delivery of the curriculum however specific strategies/approaches will enable youth to more effectively achieve the intended outcomes. We strongly suggest that instructors employ the practices (which foster communication, collaboration, critical thinking, and creativity) that are described in the modules and the approaches that are described in the previous Section.

Each unit contains a list of Energizers that the instructor should consider using to build a safe and trusting learning community. Additional Energizers are provided in the Resource Guide. Energizers are short activities that help youth to get to know one another, can spark a discussion, reinforce a concept, change the pace, or bring closure to an activity. The best way for youth to learn an Energizer is to do it. Begin briefly by describing the activity, its basic rules, and its purpose. Then demonstrate it with some volunteers, adding rules and explanations as you go. Here are some other suggestions:

1. Do the Energizer with the youth
2. Be sensitive to cultural differences. Some youth may not be comfortable in activities with physical touch. Allow youth to observe.
3. Adapt activities wherever necessary. Change the rules, materials, boundaries, size of teams, or anything else that will engage your participants more.
4. **Discuss the Energizer after the activity.** Point out the cooperative behaviours the youth used. Talk about working toward a common goal and helping one another. Ask what they learned, how they solved a problem, or whether the activity turned out differently than expected.

Each unit contains three knowledge development modules. These modules also contain specific teaching and assessment for learning strategies (please see Appendix A for some commonly used strategies) and resources to help the instructor lead the learning. In order to reflect national, regional and international best practice, we have called upon several sources for the development of learning outcomes.
The curriculum encompasses a constructivist approach where youth learn, as often as possible, through self-discovery. The knowledge development modules have been organized to engage participants in the exploration of topics at an increasingly complex level. Level one modules focus on developing a familiarity with relevant topics, level two modules continue the exploration of these topics and level three modules provide youth with the opportunity to research and debate, and, in some cases, share how they would manage certain elements of their lives. While the pace of the learning will depend on the characteristics of the group and the instructional decisions of the leader, it is estimated that each knowledge development module will involve six contact hours.

Each Curriculum Unit has a Resource Guide. The appropriate reference to the relevant resource guide appears in the resources column of each module. All materials in the Resource Guides have been referenced to the source from which they were drawn, many of which were in Belize. We have endeavored to include as much relevant material as is possible in each resource guide. It is not intended that all materials be incorporated in lessons; some material will provide helpful background only. An Index of the Tracks, Units, Modules and References is provided in Appendix C.

The next two modules in each unit contain suggested Leadership initiatives that lead to the development of skills associated with the unit. The following leadership bands exist within the PYDC:

1. **Youth Leadership I** (PYDC Core Skills) - These are introductory initiatives that focus on developing trust, establishing group standards, and introducing basic followership and leadership skills. The selected activities allow a PYDC teacher/leader to develop a safe community environment for youth to experiment and try leadership characteristics, styles and roles. The activities in this first band are designed to introduce youth to an active and experiential way to learn and express themselves with their peer group.

2. **Youth Leadership II** (PYDC Expanded Skills) - The higher-level activities in the second band are more initiative based challenges that build upon and expand previously learning followership and leadership skills. The intention is to create situations where youth are challenged to apply the learned...
skills: problem solving, decision-making, communication, critical thinking, cooperation, empathy and innovation, and to solve initiatives that require a higher degree of teamwork to accomplish. In the second band of leadership, youth will have an opportunity to hone their leadership abilities, to discover their strengths and to understand why and when to ask for help.

While examples of two Leadership initiatives have been provided in each Unit, it is strongly recommended that instructors use the bank of activities in Section 3 to include a minimum of four Leadership initiatives in each unit.

The Leadership modules are to be experiential; which is a unique and very effective skill development practice. A further discussion of leading experiential education is contained in Section 4.

The following is an explanation of specific elements of the Leadership modules:

- (O) and (I) designations refer to initiatives that can occur outdoors—(O) and indoors (I). When the designation states (O / I) outdoors is the preferred but this can work indoors as well. And the reverse is true with (I / O).
- The learning outcomes specific to each initiative are categorized by the following: the 7 C’s are essential learning outcomes we want of our youth, the Ideal Belizean Citizen (IBC).
- The Core Skills, central to leadership / followership development, and fundamental to this PYDC and are captured by the designation CS.
- With the IBC and CS as the intended outcomes, there is no guarantee that the group will hit them exactly as planned or as part of the experience. You may end up experiencing another core skill or a different competency; be prepared to focus on that development.
- Each initiative has a brief description. You are encouraged to adapt this to meet your context.
- Each initiative has a suggested equipment list that can be adapted to suit your context and to make a particular initiative simpler or more difficult for the youth.
- When appropriate Instructor Cues have been included. These are suggestions and tips to help lead the activity based on prior experiences.
- Each initiative has a suggested safety consideration, something to watch out for and this is not the only aspect the instructor attends to. With a moving group there is always potential that something could happen; thus it is critical the instructor stays focused on the actions and the proper use of the equipment—good spotting and equipment checks should be mandatory practice.
- Each initiative closes with a series of Discussion Questions designed to connect the initiative to the Track’s learning outcomes.

Lastly, it is strongly recommended that each initiative receive a formal discussion lead by the instructor. This discussion should be a focused debrief of the activity. This is also a way to gauge the degree of learning.
associated with each lesson activity, and where this is occurring assessment for learning (AL) will be noted in the curriculum. Remember to contain the discussion so that it helps youth make the connections to the established outcomes for the unit.

It is estimated that each leadership module will involve two contact hours. The first will involve the completion of the initiative and the second, its debriefing session. While assessment can take any form the instructor might wish, written journal entries about what has been learned might be helpful.

What do these competencies / skills look like in action? As youth discover their abilities and begin to apply latent talent, discovered competency in initiative settings the instructor should observe the following for each of the Core Skills (CS):

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Decision Making</th>
<th>Communication</th>
<th>Cooperation</th>
<th>Critical Thinking</th>
<th>Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willing to try new ideas, a trial and error approach, build on past successes, accepts when an approach is not effective, can move on and adapt approaches seeking solutions</td>
<td>Decisive and consultative, decisions are based on input and appropriate information, the decision is made with clear understanding of potential consequences and is focused on a solutions approach</td>
<td>Clear, positive, directed, receptive, willing to hear and share ideas, body language shows engagement, eye contact is made, tone of voice inflects interest in the discussion, a willingness to create space where voices and ideas can be heard</td>
<td>Supportive of others, willing to try ideas from others, willing to share personal ideas, willing to accept differences of opinions, puts effort in the direction, is sincere in following or leading with the group</td>
<td>Ability to see into the issues and focus on the many variables, isolate the critical pieces of information that is needed to move a group towards a solution, is able to build on ideas and make connections between pieces of relevant information</td>
<td>A highly unique arrangement is reached—a group solution that is beyond the expectation—sets a standard, not easily achieved or replicated—a highly special moment of performance</td>
</tr>
</tbody>
</table>
The last module of each Unit consists of a community assignment which involves the youth exploring the unit topic, reporting back to the group and using the information in a way that benefits others. It is estimated that each community assignment will involve four contact hours.
# 4. CURRICULUM TRACK 1 - CONFIDENCE

**Focus: Developing self-concept**
- Acquires values, attitudes to promote and sustain Belizean culture and heritage
- Develop skills that will enable one to value integrity, act confidently and responsibly
- Is emotionally secure with a high level of self confidence and self esteem (IBC)
- Develops the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental, social and spiritual well being and to contribute to the health and welfare of the community and country (IBC)

**Knowledge Outcomes:**
- Youth will understand emotional literacy
- Youth will demonstrate ethical behaviour
- Youth will understand how to be involved in efforts that contribute to the common good

**Skill Outcomes:**
- *Coping (healthy self-management and monitoring, self-awareness, dealing with emotions)*
- Develop positive self-image
- The ability and motivation to reflect on one’s emotions and surroundings, respond affirmatively to and cope with adverse situations
- Develop character, values, and personal responsibility

**Attitudes and Values:**
- Positive identity, Self worth, Respect for self and others, Responsibility, Integrity, Perseverance, Courage, Justice, Self-discipline
Unit: Understanding Self

Acceptance of self, the need to belong, and the need to be loved are some of the universal needs and rights that contribute to the shaping of our individual selves. Youth need to develop a healthy self-concept in order to foster healthy relationships within the family, school, and community. They also need to be assisted in identifying different types of values (honesty, courage, responsibility) and how these influence their behaviour. Youth need to understand how their emotions influence how they interact with others and they need to develop strategies to help them effectively manage their negative and positive emotions.

Energizers:
1. Name Jive – Resource Guide Page 10-12

Module 1: Age band: 11 to 13 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T)and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore and identify factors within self which lead to healthy relationships</td>
<td>Self-concept, self-image &amp; self-esteem (identifying one’s characteristics and values)</td>
<td>Defining &amp; identifying different types of values (honesty, kindness, courage) Resource Guide 29 Positive self (self-esteem) Resource Guide 7-8</td>
<td>AL - Participants complete the self-assessment sheets in order to identify their values. T - Alternatively instructor can have students complete the Values Ranking Chart (pg 8, student workbook) and ask youth to place themselves in one of three corners in the classroom as to whether they feel the value is very important, important, of little importance. AL - Instructor should lead a discussion about the different values that emerged and then place</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Topic</td>
<td>Resources</td>
<td>Teaching Strategies (T) and Assessment for learning (AL)</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-----------</td>
<td>--------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Identify, express and respond to our emotions | Emotional management | Defining emotions & the different types (sadness, happiness, guilt, anger) – Resource Guide 8-9  
Responding to our emotions (and other’s emotions) - Resource Guide 18-25 | T - Provide youth with the opportunity to identify the different types of emotions that exist and how they respond to their emotions.  
AL - Ask them to work in small groups and share their ideas on a sheet of paper about all the emotions they can name. Youth (in small groups) should then circle all the positive emotions. Each youth should be given a sheet of paper and asked to draw a symbol/picture of a positive emotion (which can be later posted on the room’s wall). Youth should return to small groups and examine the negative emotions listed and have them focus on anger. Ask why anger can cause challenges for individuals. Ask them about ways they can prevent and handle anger. Have students complete activities on emotional management page 18-25 of Resource Guide. |
<p>| Analyze the influences that impact on personal, social and development (media, peers, family, significant others, community) | Influences on self development | <a href="http://student.plattsburgh.edu/fish8435/lessonplans_medainfluences.htm">http://student.plattsburgh.edu/fish8435/lessonplans_medainfluences.htm</a> (Meeks) “Analyze Influences on Health” | T - What is the influence of media, peers, family members, significant others, and community on an individual’s personal and social development? It is best if the instructor can provide an example of each of these influences (a written story, an oral personal anecdote, an image from the internet) on her/his personal life before breaking youth into groups. |</p>
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>AL - Create five different groups and ask each group to create a chart for one of the influences named above. For example the chart will contain a list of all the positive influences of media on how youth think and behave AND the chart will also contain a list of all the negative influences of media on how youth think and behave. AL - Ask small groups to create a presentation for the whole class to relay the information they have found (skit, poem, song, written chart). AL - After the presentations ask youth to individually write as an Exit Slip – Resource Guide page 12 (or say aloud) what is one way they will continue to use these influences positively and which influence they will be aware of to help change a negative behaviour.</td>
</tr>
</tbody>
</table>
### Module 2 - Age band: 14 to 15 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage and control emotions (and our responses to other’s emotions)</td>
<td>Managing emotions</td>
<td>Managing and controlling our emotions</td>
<td>T - Use the Managing emotions worksheet on page 21 to help youth understand more about negative emotions that create stress in their lives. Have youth in small groups write down on a piece of paper something that has made or makes them angry (see Snowball activity description). Remind youth that someone else will read aloud their statement so NO ONE’S NAME will be written on these sheets to identify the individual. AL - Have a whole group discussion about these ideas. Ask youth to partner up and create a list of strategies to counter their anger. Youth in partners share their ideas on sheets of paper posted about the room (and using a Carousel – Resource Guide 10-12 activity approach youth circulate around the room to read other’s comments). AL - Instructor will circulate and address misinformation presented in small and whole group settings.</td>
</tr>
<tr>
<td>Dealing with negative emotions</td>
<td></td>
<td>Dealing with negative emotions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>[Resource Guide 18-25]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>[Resource Guide 18-25]</td>
<td></td>
</tr>
<tr>
<td>Recognize risks to mental and emotional well-being and the importance of developing a strong self-concept</td>
<td>Self concept and admirable values in other’s (heroes)</td>
<td>Identifying our own self-worth [Resource Guide 7-9]</td>
<td>T - Begin the lesson by introducing ideas about self-concept and self-esteem by providing examples of youth who demonstrate strong self-esteem and those who do not. Share definitions with youth either having them define these or instructor will tell class. Youth complete survey sheets about themselves from Resource Guide 28. Ask youth to complete a picture about who they are based on their surveys. AL - Ask how do you improve your self-esteem? Discuss ideas. .</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Module 2 - Age band: 14 to 15 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>AL - Next, ask youth to identify qualities that are admirable in others? What makes a hero to you? Have youth respond to these questions in small groups and then share ideas with the large group.</td>
</tr>
</tbody>
</table>

## Module 3 - Age band: 16 years plus

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage and control emotions (and our responses to other’s emotions)</td>
<td>Managing emotions (and responding to others)</td>
<td>Self-esteem post-test</td>
<td>AL - Begin the lesson by assessing what youth already know about self-esteem by asking them to complete the “Post-test” Ask why is self-esteem important?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Toot my horn</td>
<td>AL - Have students identify their assets and areas for growth either by completing the handouts “Looking at me” and “Toot my horn” or creating a Word-web, list, or paragraph about how they see themselves.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-esteem building</td>
<td>AL - Ask youth to discuss where self-esteem comes from? Share ideas with a partner and have one partner in each group call out their responses. Move into the activity described in “A pat on the back”.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide 127 - 129</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Pat on the Back</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide 130 - 131</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is Love</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide 104 - 106</td>
<td></td>
</tr>
<tr>
<td>Recognize the relationship between self-concept (perception of self) and mental emotional well-being</td>
<td>Self-concept</td>
<td>“Oh Henry” and “Managing emotions gallery walk”</td>
<td>T - Managing and controlling emotions is one way to reduce conflict with others. Use the information and activity described in “Oh Henry” to make youth aware of how emotions are conveyed. This activity is best completed if the large group all stands in a large circle to share their ideas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide 79 - 81</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>How will you respond?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide 132 - 133</td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td>Topic</td>
<td>Resources</td>
<td>Teaching Strategies (T) and Assessment for learning (AL)</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-----------</td>
<td>--------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Identify the rights and responsibilities of a child | Rights and responsibilities | UN Convention on the rights of a child Resource Guide 134 - 139  
Case studies of human rights violations from around the world http://www.bbc.co.uk/worldservice/people/features/ihavearightto/ | AL - Next complete the “Managing emotions gallery walk” which will ask youth to respond in writing to various prompts related to ways they can manage their emotions. This is similar to the Carousel activity (Curriculum Guide 152) where youth circulate around the room to different stations (large sheets of paper with guiding questions) which they respond to.  
AL - At the end of the activity youth share aloud (or as a written response for the instructor) ways to manage emotions.  
AL - If there is additional time, instructor can provide a number of scenarios and have youth role play the ideal responses.  
T - Instructor will ask youth to share ideas aloud about their ideas of human rights and write these on the board or a large sheet of paper. What are rights? Why do we have them? What are responsibilities?  
AL - Pass out Quick Quiz: Rights for youth to complete on rights and stop to discuss their responses.  
T - Instructor uses the notes provided in the Red Cross booklet and the UDHR document as a resource for information about rights.  
T - If time have youth play the “Where do you stand?” game using the Decision Cards provided OR cut up the Decision Card Statements, place them in a container, have small groups pull one to discuss, then each small group shares ideas aloud with large group. |
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
</table>
| Peer teach youth in younger age bands about their heroes (individuals with values they admire) | Peer teaching/service learning | Identifying individuals with admirable values  
*Resource Guide 121 - 124* | T - Older youth select individuals to research whom they admire and identify what qualities/values those individuals have (and how these are manifested in actions).  
AL - Each hero should be given at least 3 traits attached to 6 actions. Older youth may do this in pairs but will need help with identifying these individuals. Provide a list of individuals. One is available from the National Institute of Culture and History: [http://www.nichbelize.org/index.php?option=com_docman&task=cat_view&gid=19&Itemid=3](http://www.nichbelize.org/index.php?option=com_docman&task=cat_view&gid=19&Itemid=3)  
Also provide a word bank of values: [http://historyheroes.e2bn.org/characteristics](http://historyheroes.e2bn.org/characteristics) to help them accomplish the task.  
T - Older youth to share their heroes with younger youth (14 to 15 age band) by presenting the information like a game. Due to time constraints not all will be able to share their research. Begin with one older youth to read aloud an action and a quality (and younger youth will guess the hero), and then read a second action and quality (and youth will guess). This will continue until younger youth guess correctly.  
Stop and discuss why these are valued traits and what younger youth can do to strive to have these traits. What traits do they wish to foster? | AL - To wrap up have small groups or pairs complete the handout on rights and responsibilities.  
*The Universal Declaration of Human Rights*  
### Module 4: Relevant Leadership I Initiative (may be substituted from the bank of Ideas for Youth Leadership I pages 115-125)

#### 8 the 8 (I/O)

**Learning Outcomes:**
IBC: Confidence, Competence
CS: Critical Thinking, Problem Solving

**Description:**
Show the participants how to tie a figure-eight knot in a piece of rope—you can leave this on the floor for them to refer to as a model. Space the youth out evenly along the rope. Without letting go of the rope they need to tie the figure of eight knot into the rope. Remind them they cannot let go while they are tying.

**Equipment:**
- One long piece of thick rope 1” and approximately 2’ per person
- One short piece of rope ties in a figure of 8

**Safety Cue:**
Instructor must pay careful attention to ensure participants do not let the rope tangle around their neck.

**Instructor Cues:**
When the youth are hanging on to their section of the rope, remind them of their grip and ask each person what they bring to the group as an example of commitment—actual examples from their life that shows they are and can commit. If the group thinks they have the knot, give them permission to let go and pull the rope to see if the knot materializes; if not, start again. If a youth lets go, have the group start again—don’t give any leeway with this condition.

**Variation 1 Untie the Knots:**
Pre-tie several knots in the rope; one for each participant if the group is high functioning. Leave at least 3-4ft between each knot. Lay the prepared rope on the ground in a straight line and instruct the participants to space themselves out evenly and stand along the rope at least an arm’s length away from each other. There should be a knot between each participant. Ask participants to reach down with their dominant hand and grab the rope. Tell the participants that hand is now glued to the rope and cannot let go until every single knot in the rope is untied.

**Variation 2 Untie the Knot:**
Same as above if the group is performing well, but only pre-tie one or a few knots into the length of rope

**Discussion Questions**
1. Did you offer a solution to accomplishing the challenge? Why or why not? Was this a matter of confidence?
2. Did you speak up to support another person’s idea? Why or why not?
3. Did you share any background information (prior knowledge) to help advance the solution?
4. Did you take the time to listen to other solutions?

### Module 5: Relevant Leadership II Initiative (may be substituted from the bank of Ideas for Youth Leadership II pages 126-141)

**Rocks (Steal the Eggs) (O)**

**Learning Outcomes:**
IBC: Confidence, Creativity, Connection  
CS: Communication, Decision Making

**Description:**
The group will be divided into two large teams. The field or playing area will be divided into two distinct halves, each team having their own side to defend. In the back of each team’s half, there will be a hula hoop containing the team’s “rocks,” which may be bean bags, small balls, or any small objects. Each team begins with the same number of rocks in their hoop. The object of the game is to steal the other team’s rocks so that you end up with all rocks in your own team’s hoop.

Once a player decides to cross into the other team’s half they can be tagged by a member of the opposing team. Once tagged, players are frozen where they are standing and must be rescued by one of their teammates.

**Rescuing a Teammate:** In order to rescue a teammate who has been tagged, players must successfully cross to the opposing side and make it to their frozen teammate without being caught. Once the rescuer has reached the frozen teammate they are both safe to cross back over to their team’s side. Players must go back to their side after rescuing or being rescued before they can attempt to steal another rock. Players can only rescue one teammate at a time.

**Equipment:**
- 2 hula hoops  
- bean bags or small balls

**Instructor Cues:** Ensure fair play—no pushing shoving. Allow for rests and strategy building. **Here is a very helpful tip:** Instruct participants to raise their hands high in the air when they are safely walking back to their side after rescuing a player so that the other participants know they cannot be tagged at that time.

**Additional Rules:**
- Only one rock can be taken at a time.  
- If a player is tagged on their way back after taking a rock, they are frozen on the spot and they give the rock back to the player who tagged them so they can return it to their hoop.  
- Rocks cannot be thrown/passed to other teammates. They must be carried all the way across.  
- Once all rocks are in one of the team’s hoops, the game is over. You may wish to play another round depending on time. If you want to ensure a longer game, have an abundance of rocks.  
- You can add in a safe zone on either side if need be. Place a hula hoop halfway between the centre line and back hoop. If a player is in this zone he/she cannot be tagged. Make a rule that there can only be one player in the safe zone at a time.  
- Opposing players are safe in the other team’s rock hoop. Once they have one foot in the hoop, they can rest there until they need to run home.  
- The guardian of the rock hoop must be 1 metre from the hoop.

**Safety:**
Scan the open space for obstructions and Hazards. Remind the participants that they are running—heads up!

**Discussion Questions**
1. Were you able to clearly describe your ideas? Did you speak up? Why or why not? How did you feel?  
2. Were you able to see other possibilities and express this to the others? Why or why not?  
3. How did you feel about the group decision? Were you able to support the direction the group was taking?  
4. Did you support the attempts of your peers?
Module 6 - Community Assignment

Youth may choose to do one of the following in teams of two:

1. Interview a local hero and inquire about how they developed the confidence to make the decisions necessary to achieve their goals.
2. Interview an elderly person who has contributed to the community and/or society and learn about how they overcame the challenges to making the contribution possible.
3. Your Life in the Future is Based on the Choices You Make Today
   Participants are asked to answer the following questions:
   Your History:
   1. How many siblings do you have?
   2. How many boys, how many girls (siblings)
   3. Do you or any of your siblings have any handicaps?
   4. How many people live in your house now?
   5. How many people work now?
   6. Does your mother/father work?
   7. Do you work?
   8. Do you have relatives in the US/UK/other countries that send money back to you?
   9. How many of your siblings went to school?
   10. How many of your children go/went to school?

   Participants will then break into groups and discuss the differences and similarities between their lives and reflect on whose decisions resulted in the outcomes.

4. Interview an elderly person from a Belizean ethnic group different from their own (suggestion: they could interview a classmate’s grandparent) to understand how their personal challenges might be different.
5. Study one of the cultures of Belize and make a storybook or history book for primary school students
6. Youth will put together a song and dance show (include folk songs and dances) to perform at a Senior Citizens Centre.
## 5. CURRICULUM TRACK 2: CONNECTION

**Focus:** Developing effective communication and collaboration

- Values and develops positive interpersonal and community relationships integral to the Belizean ways of life
- Has as an informed respect for Belizean cultural heritage (IBC)
- Demonstrates multiple literacies across all indigenous ethnic groups brings this to bear on the innovative application of science and technology to problems solving (IBC)

**Knowledge Outcomes:**

- Youth will demonstrate an ability to support collaboration between themselves, their school, their home and their community
- Youth will demonstrate effective communication strategies

**Skill Outcomes:**

- Effective Communication (speaking, listening, observing)
- Technological communication including social media for reading and writing
- The ability and motivation to work collaboratively with peers, family, community
- Technological communication including social media for reading and writing

**Attitudes and Values:**

- Respect for self and others, responsibility, integrity, perseverance, trust, compassion, self-discipline, tolerance and acceptance, positive leadership
The development of positive communication skills is essential in creating strong communities. Youth need to develop skills that will allow them to effectively work with others (family, peers, community members) which include cooperation, collaboration, and assertiveness. Furthermore, youth must be committed to valuing and respecting the rich diversity (cultural, ethnic, and religious) of the people of Belize and advocate for acceptance of persons from diverse groupings. Youth also need to learn and practise skills that reduce their involvement in risky behaviours. Crime, violence, bullying, peer pressure, alcohol and other drugs, and motor vehicle accidents threaten the very fabric of Belizean society and its youth. Youth will not only need to develop coping and conflict management skills but also decision making skills which will enable them to deal with these above challenges.

Energizers:
2. Do As I Say - Resource Guide Pages 37-39

Module 1: Age band: 11 to 13 years old

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
</table>
| Identify strategies for fostering positive behaviours in the school, home, and community | Strategies for positive behavior (using good communication skills, recognizing alternate points of view, respecting cultural differences) | Defining communication & identifying different approaches (passive, aggressive, assertive) Resource Guide 31-36 “How to respond to situations” Resource Guide 31-36 | T - Understanding alternate perspectives can be accomplished by youth completing the activity Perspective Pointer (Resource Guide page 38) and can be done with any topic. T - Select any topic (of interest to youth and perhaps a little controversial) and do the activity 2 Cents Worth (Resource Guide page 38) and other small objects like beans can be used instead to teach communication skills. Perhaps a discussion could be about the characteristics of good and bad friends. T - Youth can learn to respond using different approaches for different types of situations. AL - Select a situation and have youth work in small groups to present a passive, an aggressive, and assertive response to a problem; e.g., friend asking to
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
</table>
| Determine the difference between healthy and unhealthy relationships and develop strategies to maintain healthy relationships | Healthy and unhealthy relationships | Healthy and unhealthy relationships  
Resource Guide 49-51  
Unhealthy Relationship Web (Resource Guide 56)  
Friendship characteristics  
Resource 49-51  
“Steps in Decision Making ”  
Resource Guide 82-83 | borrow school work answers rather than doing own work.  
Discuss the importance of listening as a vital part of effective communication. Have students complete activity Listening Bad Habits (Resource Guide page 42)  
T - In advance of class the instructor will create a Word Splash (Resource Guide page 38) that allows youth to see the terms and ideas that will be covered during the lesson. These terms are selected by the instructor and written on the board or a sheet of large paper.  
AL - Youth are asked to share their understanding of the words with the group. Instructor could have youth write down what they think they will learn based on the terms in the Word Splash.  
AL - Next ask youth what are the characteristics of good friendships and have them share these ideas orally with a partner, and perhaps have a few share the qualities with the large group.  
T - Have youth read in pairs the information and complete the handouts on friendship.  
AL - Now ask if their friendships are healthy or unhealthy relationships.  
AL - Divide the class in half and have one group create a list of qualities associated with unhealthy relationship and the other group will list qualities about healthy relationships.  
T - Use the handouts if youth have trouble identifying qualities and ways of being in |
<table>
<thead>
<tr>
<th>Module 1: Age band: 11 to 13 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome</strong></td>
</tr>
</tbody>
</table>
| Demonstrated knowledge and skills to cope with violence at home, school, and in relationships | Types of violence and coping with violence | What is violence?  
*Resource Guide 58-64*  
Cycle of relationship violence  
*Resource Guide 64*  
[http://www.nbisd.org/users/0006/docs/Textbooks/Health/healthchap13.pdf](http://www.nbisd.org/users/0006/docs/Textbooks/Health/healthchap13.pdf) | T - Use the handout “What is violence?” to create cards (or strips of paper) that have the terms, definitions, and examples of violence. Pass out a different strip of paper to all youth. Ask youth to organize themselves so that they form small groups based on the information on their strips of paper. One person in each group should have the type of violence, another the definition of that type of violence, and the others should have examples of the type of violence.  
AL - Once everyone has moved about and organized themselves, the instructor should ask each group to share their responses.  
AL - Stop and discuss as a whole group whether the “answers” are correct and why these are all types of violence.  
AL - Next have three youth role play an abusive relationship according to the handout “Cycles of relationship violence”. One youth will pretend to be the abusive individual, another the boyfriend or girlfriend and another a friend of the boyfriend/girlfriend. Talk to these youth in advance.  
AL - Before dismissing youth ask each of them to tell you one way they will work on having a healthy relationship (as each individual walks out the door). Have students complete activities pages 52-54 in resource guide.  
AL - Have the two groups share back and forth their findings. |


<table>
<thead>
<tr>
<th>Outcome</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Age band: 11 to 13 years old</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| | Demonstrate skills to cope with peer pressure and managing stressful life events | Coping with peer pressure, stress, life events | Communication styles  
Resource Guide 31 - 36  
Peer pressure  
Resource Guide 72 | T - Teach youth about the different communication styles which include passive, aggressive, and assertive.  
Have students practice using assertive communication (resource guide page 75)  
AL - Ensure that time is taken to debrief the activity as a large group and why one mode is not as effective as others (assertive is most effective).  
T - Complete the other handouts and activities provided in the resources on how to deal with peer pressure. See the scenarios to complete in Resource Guide 77 - 79.  
AL - Have students complete activity in Resource guide page 86. |
| | | | so that they know how to act according to the cycles of abuse.  
T - After the role play have the whole class discuss what happened, pass out a copy of the cycles of abuse chart and discuss strategies to build healthy relationships.  
Have students complete activity, Red Flag (resource guide page 65) |
| | Identify resource people and places in the school and community and how to seek their professional support | Locating resources and supports | Glencoe.com (Glencoe Health Texas Edition (2005)  
http://www.nbisd.org/users/0006/docs/Textbooks/Health/healthchap13.pdf | T - Ask youth to share ideas about where they feel safe and secure sharing information about their personal lives. Share with them through direct instruction the various places they can obtain support (see a list of places in the Glencoe Health resource).  
AL - Have youth create posters that identify four warning signs of trouble in a relationship (unhealthy relationship with friend and parents) and on the
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
</table>
| Apply effective problem-solving and decision-making skills to make safe and healthy choices. | How to make decisions (use of a model) | Setting Goals and Making Decisions \( \textit{Resource Guide 82-90} \) | 'T - Explain to youth the importance of good decision making in their lives. Ask the group to tell you what steps are needed to make good decisions and record their responses. Next discuss the decision making steps in \( \textit{Resource Guide 82} \) and then have youth practice these steps using practical scenarios. Divide youth into small groups to role play the scenarios in “Just between us”. \( \textit{Resource Guide 84} \)  
AL - Youth present scenarios to whole group and large group will discuss the decision making steps taken and what values were at play in the decision taken. If time permits have youth complete additional activity “But my Friends are Doing it”) \( \textit{Resource Guide 86}. \)  
T - Discuss the importance of goal setting and how it is related to making good decisions. Without setting goals youth will have a hard time directing their energy to make a decision that will later benefit them.  
AL - Have youth complete handouts related to short and long term goal setting. \( \textit{Resource Guide page 90} \) |
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and analyze factors that contribute to the development of unhealthy relationships and develop strategies to deal with unhealthy relationships</td>
<td>Unhealthy relationships and developing support strategies</td>
<td>Prejudice &amp; discrimination Bullying Resource Guide 49</td>
<td>T - Activity One: Instructor discusses prejudice and discrimination with class. T - Activity Two: Ask whole group why youth and adults bully. Have youth write down their ideas and/or draw a picture of an emotion related to bullying. Have youth share ideas in partners. Have students research on bullying and peer teach the topic. Divide the whole group into several small groups and assign these topics to each small group. Each group will read the information (instructor must give a handout with the topic and information to each group) and the group must find a way to convey the information to the large group using notes, skit, poem, play, or song. The topics are definition and types of bullying, signs indicate an individual is bullied, signs a child is bullying others, effects of bullying on kids who are bullied, effects of bullying on kids who bully others, effects of bullying on kids who are bystanders and the relationship between bullying and suicide, stand up to bullying (strategies). AL - After the presentations ask youth to reflect on what they will do to prevent bullying in writing or drawing.</td>
</tr>
<tr>
<td>Demonstrate skills and knowledge to prevent the escalation of violence at home, school, and the community</td>
<td>Preventing and dealing with violence</td>
<td>Boundaries Resource Guide 50-51 Power and violence Resource Guide 58-64 Alternatives to Aggression</td>
<td>T - Follow the plans described in the “Boundaries” information sheet to help youth develop strategies to prevent the escalation of conflict. Complete all of the activities to teach the difference between touch, talk and space boundaries. Complete the role play activity as a whole group or in several small groups.</td>
</tr>
</tbody>
</table>
## Module 2: Age band: 14 to 15 years old

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
</table>
| Apply effective problem-solving and decision-making skills to make safe and healthy choices. | Decision-making skills (use of a model) | Steps to employ when making decisions  
*Resource Guide 82-83*
Making decisions using the SOCA model | T - Follow the plans described in the SOCA decision making model. Begin by introducing this model and its steps. Divide class into small groups and ask each group to use the SOCA model when reading the scenarios that require youth to make a decision.  
AL - Youth then share ideas allowed and then reflect on their learnings. Youth should in partners decide on a current real problem and use the SOCA model to help make a decision. Youth and partners then rejoin the large group and some share how the model worked for them. Partners may share orally or act out the problem and decision. Alternatively a youth may share aloud only the problem and ask the whole group to use the SOCA model and share aloud what the youth should do. |
| **Demonstrate skills** to cope with peer pressure and managing stressful life events | Coping with peer pressure and life stresses | Assertiveness  
*Resource Guide 72-73*  
Responding to Peer Pressure | T - Begin by asking what are the three modes of communication? Which is most effective and why? Which do youth use regularly? Use the resources provided to show youth how to use assertive behaviour to cope with peer pressure. Have youth individually examine the handout “Steps to deliver an assertive message” (*Resource guide page 80*). Then have youth pair up and practice using the steps to “talk through” the example. Ask why is assertive behaviour important?  
AL - Have youth in small groups select one of the scenarios and have each group use assertive messages to address the conflicts. |
## Module 2: Age band: 14 to 15 years old

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Have some of the groups present their results to the large group and discuss if they used an effective approach. T - If time allows, have students complete activity “But My Friends are Doing it” (resource guide page 86). Use the additional scenarios in this section of the Resource Guide to practice these skills.</td>
</tr>
</tbody>
</table>

## Module 3: Age band: 16 years plus

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and implement strategies for fostering positive behaviours in the school, home, and community</td>
<td>Positive communication</td>
<td>Communication Skills Resource Guide 182 - 190</td>
<td>T - Effective communication skills are an essential aspect of fostering positive behaviours in the school, home and community. Instructors will discuss with the large group the importance of effective communication and when she/he has had problems with sending a different message then what she/he intended. Youth should share their stories on this topic as well. AL - Using the information in “Communication skills” the instructor should lead youth through the various activities to allow youth to practice their verbal, non-verbal, and listening skills. AL - Make sure to take time at the end of the activities to reflect on learning and have youth complete a Graffiti Wall (Resource Guide 2) or an Exit Slip (Resource Guide 3) about their learnings.</td>
</tr>
</tbody>
</table>
### Module 3: Age band: 16 years plus

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically examine how relationships can be affected by personal prejudices and biases</td>
<td></td>
<td>Resource Guide 99 - 100</td>
<td>T - Group engages in MY PREJUDICES – NO ROOM FOR YOU from the Red Cross.</td>
</tr>
<tr>
<td>Advocate for the acceptance and inclusion of persons from diverse groupings at all levels of society.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Collaborate with community and societal programmes/activities that steer individuals away from risky behaviour and situations | Youth organizing opportunities for younger age bands to participate in activities where they make positive choices | | T - Older youth design an activity program to engage younger youth  
T - Older youth become peer support leaders to younger youth (with instructor guidance). |

### Module 4: Relevant Leadership I Initiative (may be substituted from the bank of Ideas for Youth Leadership I pages 115-125)

**Bombs Away (O)**

**Learning Outcomes:**
IBC: Connection, Creativity, Confidence
### CS: Problem Solving, Communication, Innovation

<table>
<thead>
<tr>
<th><strong>Description:</strong></th>
<th><strong>Equipment:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>You will need a large field with a large rope rope dividing it into half. Split the group into two teams and position them on either side of the rope. On each side of the rope, there will be many hula-hoops on the ground (worth different amounts of points) at different distances away from the diving line. Each team has to divide itself up into pairs. Each pair gets a towel and a ball. Pairs must lob their ball over the line, landing it in one of the other team’s hula hoops to score points. Pairs can only toss the ball using the towel. Pairs can only “block” using their towel.</td>
<td>- large rope (1” by 50’’)</td>
</tr>
<tr>
<td></td>
<td>- multiple hula hoops</td>
</tr>
<tr>
<td></td>
<td>- multiple towels (one for every two people)</td>
</tr>
<tr>
<td></td>
<td>- assorted playground balls</td>
</tr>
</tbody>
</table>

**Variation:** Blind fold one partner in the pair or ½ the pairings—this makes for an interesting series of attempts. The variation is encouraged with high functioning or performing groups.

**Instructor Cue:** Instructor keeps score. It might be best to deflate the balls some to reduce excessive bouncing.

**Safety:** Scan the field for obstructions. Avoid using overly inflated or heavy type of balls (i.e. full size basketballs)

**Discussion Questions**
1. Did you observe similar or different approaches?
2. Were you able to support your teams approach?
3. Did you want to change it?
4. Were there other strategies that could have been tried?
5. What was the turning point (positive or negative) for your group?

### Module 5: Relevant Leadership II Initiative (may be substituted from the bank of Ideas for Youth Leadership II pages 126-141)

**The Code (I/O)**

**Lesson Outcomes:**
- IBC: Connection Creativity, Competence
- CS: Innovation, Critical Thinking, Cooperation

<table>
<thead>
<tr>
<th><strong>Description:</strong></th>
<th><strong>Equipment:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>To collectively devise the quickest method of touching the randomized numbers 1–30 in a defined area. Playing the game: The team begins behind the start line, facing away from the numbers area. As soon as one player turns around (or tries to peek) the timer will begin for their first trial. The team runs to the numbers and begins tapping the numbers in sequential order. The entire team must run back across the start line to end the time for that trial.</td>
<td>numbered Poly Spots or laminated pieces of paper to display numbers 1–30 (ice cream lids work as well—not if its windy!)</td>
</tr>
</tbody>
</table>
**Instructor Cues:** The team works as a whole to complete this challenge. An open outdoor or indoor space is required. A field or gymnasium-like space works best. Before you begin: Rope off a circular area, and not a perfect circle, that will contain the numbered spots. Scatter the numbers inside the roped-off circle face up. Make sure they are randomly scattered and not in any sort of order. Place a start rope approximately 10 metres away from the circled numbers. The team gets six trials and has a maximum of 10 minutes in total for strategizing. (This can be used all at once or split up to try and beat previous records.)

**Safety:** Scan the area for obstacles and hazards. Remind participants that they are running and to keep their heads up.

**Variation:**
Two-second penalties are given for missed numbers, touches out of order, and more than one person in the key punch at a time. The instructor will keep track of any time penalties and will add them on to the trial time.

**Discussion Questions**
1. What was it like to experience trial and error?
2. Do you feel that your group was making progress building on past success or failures?
3. Were all ideas being heard equally?
4. Do you think the solution for your group was a reflection of collaboration?
5. Do you feel your group performed well? Could they do something else to improve?
6. What role did you have in advancing the solution?

**Module 6: Community Assignment**

Youth may choose from one of the following activities:
1. Youth write down the text messages that they have received from others for one week. They rate the messages from 1 - 5 with 1 making them most uncomfortable and 5 being most comfortable. Without identifying the sources of the texts, they report on the texts that received ratings of 1 and 2 and their responses to try and set a better tone for the communication. They produce a presentation for the group on what they have experienced.
2. Youth work with primary teachers to observe children during a play time. They observe aggressive behaviour and work with the teacher to intervene and educate the children.
3. Learn as many words in Greole, Garifuna or Mayan and create a word search for primary school students with the ethnic word as well as the English translation.
6. CURRICULUM TRACK 3: CHARACTER

Focus: Managing the self and social responsibility

- Acquires the skills, ability and motivation to act in ways that best ensure current and future physical health for self and for others
- Develops and applies life skills that enhance positive behaviour formation and change
- Acquires attitudes, values, and skills in order to make sound ethical decisions
- Develops a strong appreciation of Belizean family and kinship values, community cohesion, and moral issues including responsibility for and accountability to self and community (ICC)
- Nourishes in him/herself and in others, the fullest development of each person's potential without gender stereotyping
- Embraces differences and similarities between Belizean ethnic groups as a source of mutual strength (ICC)

Knowledge Outcomes:

- Youth will demonstrate an understanding of the history and culture of Belize that informs the values, attitudes and belief systems of the country
- Youth will demonstrate a knowledge of what will contribute to future health and wellbeing
- Youth will demonstrate a knowledge of individual and group rights and responsibilities in Belize

Skill Outcomes:

- Development of interpersonal skills, ability to identify personal values, demonstration of community competence, problem solving and planning, the ability and motivation to act in ways that best ensure current and future physical health for self and for others, ability to conduct independent study to understand the challenges and successes in communities

Attitudes and Values:

- Responsibility, respect, morality, empathy, appreciation for problem-solving skills
Unit: Drug Awareness
Youth need to be able to identify what drugs are and the consequences/effects of using legal and illegal drugs. They need to understand how the use of tobacco, alcohol and marijuana has effects both on their short and long term health and well-being. Youth also need to recognize that illegal drugs such as cocaine, crack, steroids, and LSD and legal drugs have a variety of effects on their physical and mental health. Drug use also impacts their relationships (peers, family, community), interests, and ability to meet their academic and life goals. Youth need to also understand the connection between mental health and drug use. Combating drug use among youth is challenging but by teaching skills to avoid peer pressure and having a school/community drug awareness and prevention campaign will lead youth to make better choices related to drug use.

Energizers:
4. It’s All in a Name – Resource Guide Page 98-102

Module 1: Age band: 11 to 13 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify different types of drugs and explore their consequences</td>
<td>Types of drugs and consequences of use</td>
<td>Resource Guide Pages 92-97</td>
<td>T - Instructor assigns pages to complete about drug use and consequences.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

### Module 2: Age band: 14 to 15 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the various ways media (print, electronic) portray drugs and drug use and consider these implications on youth behaviour</td>
<td>Media portrayal of drug use</td>
<td>Youth Discussion Guide: Thematic Overviews, Activities and Links <a href="http://www.unodc.org/documents/drug-prevention-and-treatment/discussion_guide_final_2012_04.pdf">http://www.unodc.org/documents/drug-prevention-and-treatment/discussion_guide_final_2012_04.pdf</a></td>
<td>T - Youth keep a journal for one week to record images and ideas presented in the media about drug use and abuse OR youth brainstorm TV programs, films, music (song lyrics), magazines, on-line information and record on chart paper in small groups OR instructor selects images and ideas (in advance of class) and shares these with youth. AL - Discuss ideas and implications on behavior.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

### Module 3: Age band: 16 years plus

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Prevention of Drug Use (Section Six)</td>
<td>Prevention of Drug Use (Section Six)</td>
<td>Prevention of Drug Use (Section Six)</td>
<td></td>
</tr>
<tr>
<td>T - Read information related to drug use prevention (independently or in small groups). Design a drug prevention campaign for the school to participate. T - Youth teach younger youth (lower age bands) knowledge about drug abuse and prevention strategies.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Module 4: Relevant Leadership I Initiative (may be substituted from the bank of Ideas for Youth Leadership I pages 115-125)**

**Temperature Line (I/O)**

**Learning Outcomes:**
IBC: Confidence, Character
CS: Communication, Decision Making

**Description:** Have all participants arrange themselves in a line over a designated area approximately 50 feet long. Tell them that this line is a “giant rating scale,” one side is +10, the middle of the line is Zero, and the other end of the line is -10. Ask the youth opinion questions that will help others get to know them better. “Are you a morning person or a night person?” “Do you prefer X or Y?” Participants just walk back & forth along the line until they are staying in a spot that reflects their opinion. Try to keep the questions closed-ended so that the responses can be short and you can keep the game moving. Also, ensure that the questions are appropriate and respectful based on the Community Standard Agreement.

In this unit the following questions would be helpful:
1. I know someone who takes drugs
2. Drugs is the reason why my friend/family member is in jail
3. I know someone who sells drugs
4. People sell drugs to support their families
5. If a person is on drugs that’s his or her own fault
6. Drugs cause a lot of violence in my neighborhood

**Equipment:** none

**Variation Move Your Butt:** Have the group gather in a circle. An instructor can start the activity by announcing, “Have you ever..?” All participants who hear something that they have done before must get up and move to another spot in the circle. Allow a participant to make the next call out. To get to know more about the participants, you may choose a follow-up question for those who answered “yes.”
**Discussion Questions**
1. Did you discover something new about yourself?
2. Did you discover something new about a member in your group?
3. Did you feel pressured to follow the group on the line?
4. Were you confident in the spot you took on the line?

---

**Module 5: Relevant Leadership II Initiative (may be substituted from the bank of Ideas for Youth Leadership II pages 126-141)**

**In the Zone (O)**

**Learning Outcomes:**
- IBC: Character, Citizenship
- CS: Communication, Cooperation

**Description:**
The group will be broken into teams based on numbers and equipment. Each team will get a catching device/launching and a soft ball. One player from each team will be the team’s thrower and must stand in the designated “throwing area.” The other players from the team will each be holding on to the launching/catching device. These players will work together to try and catch the ball thrown by their team’s designated thrower. Catchers must stay within one of three catching zones:
  - The 100 point zone (closest to the thrower)
  - The 200 point zone (medium distance from the thrower)
  - The 300 point zone (farthest away from the thrower)

Teams take turns trying to catch the ball from their thrower. For example—Team A’s thrower takes his/her position in the designated throwing area while their teammates decide which zone they will attempt to catch from. If they are successful in catching the ball they will be rewarded the corresponding point value from the zone they were in. If they do not catch the ball the point value will be subtracted from their score.

**Instructor Cues:**
Designate one mentor to be scorekeeper for this activity. Set up a designated throwing area for each team so they can all be playing at once. You may want to have a scorekeeper for each team to avoid confusion. Instruct youth that they can switch their team thrower after each turn and that they will have five minutes to try scoring as many points as possible in each round. Play three rounds and announce the team with the most points after each one. Allow for some practice time before the competitive rounds begin. Help the teams focus if performance begins to wane:
  - Which strategies worked and which did not?
  - How important was working together as a team?

**Equipment:**
- soft balls
- throwing devices

**Possible alternative equipment:** use two people holding a large towel or blanket to launch / catch balls

**Safety:**
Ensure the throwables are soft items, avoid rigid balls—soft and light makes for an interesting activity!
• What challenges did you face as a team?

**Variation:**
*Team vs. Team Toss.* Have one team try to land its ball inside the other’s scoring zone and vice versa. The other team cannot try to deflect or capture the ball. They can only try to keep scoring points.

**Discussion Questions:**
1. Were you satisfied with the strategy selected by the group?
2. Were you satisfied with the progress?
3. Would you like to try to offer another solution?
4. Did you feel your group worked well as a team?
5. What was done well?
6. What can be done to improve?

**Module 6: Community Assignment**

Youth may choose one of the following activities:
1. Youth go into the community and interview those whose lives are impacted by drugs (users, dealers, relatives of drug users, police, employers, etc.). They report back and develop a newspaper article on the impact of drug use on the citizens of Belize.
2. Youth Centre: In addition to 2nd activity, these youth can also do the following: Interview each other about the impact of drug use on their life choices so far.
Unit: Making Choices for Healthy Minds and Bodies

Youth need to be able to make healthy choices for themselves. While they understand the basics of nutrition and physical fitness from other curricula, it is important that they develop an understanding of why making good choices for their physical and mental health will serve them well throughout their lives. In this Unit, youth will learn managing their diets, they will be able to demonstrate an understanding of mental health issues such as depression, stress, anxiety, etc. and they will develop skills for coping with stressful situations. Youth will also explore the connection between mental health and drug use.

Energizers:

Module 1: Age band: 11 to 13 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of how emotions can impact food selection and how these choices can impact emotional and physical development.</td>
<td>Factors influencing food choices and adolescent nutritional needs</td>
<td>“The effects of childhood eating patterns” and “Food marketing” Resource Guide 167-175</td>
<td>T - Youth do not always recognize their dietary requirements and should have a general knowledge about what their growing bodies need. Begin by asking why is it not a good idea to at a chocolate bar for breakfast? Why do we need to eat healthy food? Then ask youth to draw and/or write down the foods they believe will keep them healthy. Next have them share one food item they believe is healthy by writing it on a piece of paper. Youth will do the Snowball activity – Resource Guide page 102. Instructor will occasionally stop and discuss the “healthy” foods and ask which of these foods young people regularly eat. T - Next have youth consider what factors influences their food choices. Most often youth food choices are influenced by their finances, media, peer pressure,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“My plate food guide” <a href="http://kidshealth.org/teen/food_fitness/dieting/myplate.html">http://kidshealth.org/teen/food_fitness/dieting/myplate.html</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Making Good Food Choices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Module 1: Age band: 11 to 13 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>“A food guide for teens”</td>
<td>hunger, body image, and activity levels. Instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide 167-175</td>
<td>should divide youth into small groups to create a skit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nutrients in Food</td>
<td>on one of the factors above.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide 167-175</td>
<td>AL - Ask youth to consider what they can do to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preventing Disease</td>
<td>challenge these influences so that they can eat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide 167-175</td>
<td>healthier. Have youth respond in large or small</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meal Planning</td>
<td>groups with their suggestions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide 167-175</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop resilience for coping with adverse situations (death, grief,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elementary Mental Health Kit</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jr High Mental Health Kit</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be Your Own Hero</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resiliency: Thriving in Adversity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade11-bvoh">http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade11-bvoh</a> Lesson5.pdf</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide Pages 176-177</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coping strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide Pages 176-177</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>T - Have youth complete the Protective Factor</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rating Scale Resource Guide Pages 179</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>T - Instructor and students will complete resiliency exercise</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>exercise that commences on Resource Guide Page 182.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>T - Youth will be divided into groups of 3. Half of the groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>will look at ways of coping with adverse situations. Half of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>groups will look at the impediments to coping with adverse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>situations. Pairs of groups representing coping and impediments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>will</td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td>Topic</td>
<td>Resources</td>
<td>Teaching Strategies (T) and Assessment for learning (AL)</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-----------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alberta Health Services: Be Your Own Hero (Grade 11) <a href="http://www.albertahealthservices.ca/2696.asp">http://www.albertahealthservices.ca/2696.asp</a></td>
<td>hold 10 minute debates to determine how coping is possible. AL - Following the debate, each group of six will develop their own strategies for coping and submit as a ticket to leave. The strategies will be discussed at the following class.</td>
</tr>
<tr>
<td>Discuss the stigma associated with mental illness and understand the causes and treatment of mental illness</td>
<td></td>
<td>What is Stigma and How Does it Affect Us</td>
<td>T - Youth form groups of three and on one piece of blank paper, write two things they know about people who have mental illness. On the second page they write two things they don’t know about people who have mental illness. The students post their pages on two different walls in the room. AL - The instructor then groups the things that students don’t know and they discuss. The instructor then addresses the things that they do know by asking the group whether they are true or false. Part of this will be a review of what they have learned in the “don’t know” round and part will be new information. AL - The leader will then ask students how they believe mental illness should be treated and discuss with them modern treatment methods.</td>
</tr>
<tr>
<td>Identify and understand mental illness</td>
<td></td>
<td>Talking About Mental Illness Resource Guide 176-177</td>
<td>T - Have students complete the “Fact or Fiction” questionnaire on page 186 of Resource Guide. Accumulate the scores on each individual question and then debrief the questionnaire with a general discussion about mental illness.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Topic</td>
<td>Resources</td>
<td>Teaching Strategies (T) and Assessment for learning (AL)</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Evaluate personal food choices and identify strategies to maintain optimal nutrition when eating</td>
<td>Nutritional food choices</td>
<td>“My plate food guide” <a href="http://kidshealth.org/teen/food_fitness/dieting/myplate.html">http://kidshealth.org/teen/food_fitness/dieting/myplate.html</a></td>
<td>T - Begin by having youth play a game where the instructor names a food item (either healthy or unhealthy). If a youth believes the food to be healthy, she moves to the left side of the room, if she believes the food is unhealthy she moves to the right side of the room, and if the youth is unsure she stays in the middle of the room. Instructor names food items and then stops to discuss the “healthiness” of each one.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Adolescent and school health: Nutrition” <a href="http://www.cdc.gov/healthyyouth/nutrition/facts.htm">http://www.cdc.gov/healthyyouth/nutrition/facts.htm</a></td>
<td>AL - Next youth will need to assess their own diets and determine whether they are consuming foods that are beneficial to their health.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide 167-175</td>
<td>T- Instructor will ask youth to create a list (or chart) of the foods they have eaten in the past 48 hours (including detail about what was eaten at breakfast, lunch, dinner, and snacks).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Risks for developing eating disorders Resource Guide 87 - 91</td>
<td>T - Use the resources provided to help youth label their food choices. Instructor should ask youth to identify what types of foods they have not eaten and what have they eaten a great deal. After youth have determined areas where they could improve have youth join into small groups to brainstorm ideas about what they can eat and where they can eat in order to be healthier. Youth record ideas on a sheet of paper and then each youth leaves the small group and finds one other individual to share ideas about healthy eating. Ask youth to then return to share ideas with the whole class.</td>
</tr>
</tbody>
</table>
### Module 2: Age band: 14 to 15 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
</table>
| Describe characteristics of persistent negative feeling states; e.g., depression, mood disorders | Characteristics of depression and anxiety | Mental Health Training For Teachers [http://teenmentalhealth.org/images/resouces/English_Teachers_training.pdf](http://teenmentalhealth.org/images/resouces/English_Teachers_training.pdf)  
National Institute of Mental Health (NIMH) website Depression: Signs & Symptoms [https://www.nimh.nih.gov/health/topics/depression/index.shtml#part3](https://www.nimh.nih.gov/health/topics/depression/index.shtml#part3) | T - Have youth create a list of ten strategies to help them eat healthier food. They should record these in their own books or create one list to be posted in the classroom.  
T - If time, instructor should address some of the negative effects related to improper diet. The instructor should share information about eating disorders (Resource Guide Page 169).  
AL - Have youth maintain a journal for 3 weeks that outlines the physical activity in which they have been involved and the impact that it has had on their mood.  
AL - A portion of a class in each of the 3 weeks will be devoted to a discussion of the mood and physical activity connection using excerpts from the journals for in class activities such as Snowball (Resource Guide Page 102). It is suggested that each “snowball” |
| T - Youth will complete the “Listening To My Inner Voice” activity that commences on Resource Guide Page 196. This exercise assists youth with identifying stressful feelings and helps them develop strategies to deal with them.  
T - Youth will complete the “Move Your Mood” activity that commences on Resource Guide Page 193. This exercise includes a “Move Your Mood Bingo” and demonstrates how physical activity can impact mood.  
AL - You will maintain a journal for 3 weeks that outlines the physical activity in which they have been involved and the impact that it has had on their mood.  
AL - Instructor is encouraged to conduct one or two experiential activities during this 3 week period.  
AL - A portion of a class in each of the 3 weeks will be devoted to a discussion of the mood and physical activity connection using excerpts from the journals for in class activities such as Snowball (Resource Guide Page 102). It is suggested that each “snowball” |
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze, evaluate and refine personal strategies for managing stress/crises</td>
<td>Crises management strategies</td>
<td><a href="http://teenshealth.org/teen/your_mind/stress_center.html">http://teenshealth.org/teen/your_mind/stress_center.html</a></td>
<td>contain an excerpt from a journal which describes and physical activity and how it impacted mood and that the youth do not sign the “snowballs” (that they remain anonymous)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Youth Discussion Guide: Thematic Overviews, Activities and Links</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prevention of drug use (section six) (activity on p. 24)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional: Treatment of drug use abuse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(section seven)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>T - Use information from <a href="http://teenshealth.org/teen/your_mind/stress_center.html">http://teenshealth.org/teen/your_mind/stress_center.html</a> to discuss strategies to manage stress. Ask youth to work with a partner to brainstorm what can be done to get support when feeling stressed. Pairs will present to class and instructor will lead a group discussion on the places in Belize to get professional support and how to ask for help.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AL - Youth complete class poster/list of 100 things I could do to reduce feeling stressed.</td>
<td></td>
</tr>
</tbody>
</table>
### Module 3: Age band: 16 years plus

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how physical activity can replace the “high” from drugs</td>
<td>The importance of physical activity</td>
<td>Resource Guide Page 108 - 111</td>
<td>T - In groups of three, participants will write definitions for “recreation” and will present them to the group. Instructor will record definitions on board and as a group, youth will come up with a common, acceptable definition. Instructor will debrief based on the information about recreation found in the Resource Guide Pages 105 - 108. T - Participants will complete “The Onion” (Resource Guide Page 107) exercise. AL - Participants will prepare a “Ticket to Leave” providing one reason that recreation and physical activity might be a more powerful option than drugs.</td>
</tr>
</tbody>
</table>

### Module 4: Relevant Leadership I Initiative (may be substituted from the bank of Ideas for Youth Leadership I pages 115-125)

**Entourage (I/O)**

**Learning Outcomes:**

IBC: Character, Connection, Citizenship  
CS: Cooperation, Communication

**Description:**

Participants mill about the play area and choose another participant to play Rock, Paper Scissors (RPS) with. The “Winner” continues to move about the designated play area, looking for new challengers. The Loser must follow behind the “Winner,” forming a human train and cheer the “Winner” on in their next RPS match – becoming a member of the “Winner’s Entourage.” The “Winner” of each subsequent match absorbs every member of the “Loser's entourage,” until there is one final match with 1/2 of the participants cheering for one person, and 1/2 of the participants cheering on another person. The game ends with everyone cheering for everyone else.

**Instructor Cues:** Help the group make connections between winning and building support, the instructor should note there is an intense build up of energy in doing this activity—the support wave!

**Equipment:**

none
### Discussion Questions

### Module 5: Relevant Leadership II Initiative (may be substituted from the bank of Ideas for Youth Leadership II pages 126-141)

#### The Mine Field (I/O)

**Lesson Outcomes:**
- IBC: Citizenship, Connection, Caring, Confidence
- CS: Communication, Cooperation, Decision Making

**Description:**
The aim here is to safely move your team member through the minefield. The task is for every member of the group to travel from one end of the rectangle to the without touching any of the obstacles—the mines. However, each person entering into the designated area—the minefield—must be blind folded.

**Equipment:**
- Two 50’ lengths of rope
- Balls, chairs, cardboard tubes, empty plastic pop bottles
- Blindfolds

**Instructor Cue:** This initiative works best in a large outdoor setting. Some people are not comfortable wearing a blindfold. It is very important that you do not force them to wear one. If this issue arises, allow a friend to go twice for the uncomfortable participant.

**Set Up**
- Place ropes on the ground to create a 50’x25’ rectangle (flexible according to group and space requirements)
- Fill the rectangle with obstacles; balls, chairs, empty pop bottles—JUNK!
- Start the group at one end of the rectangle (lengthwise)
- If a participant does touch a mine, they must exit the field and start over from the beginning
- No participants are allowed along the sides of the minefield, even if they have already traveled through it

**Safety:**
Scan the area of hazards that are not a part of the initiative, spot blindfolded walkers to make sure they do not wander outside the designated area. Remind the blindfolded walkers to keep their bumpers up—hands out in front.

### Discussion Questions

### Module 6: Community Assignment

Youth may choose one of the following activities:
1. Youth interview a nutritionist about the triggers for eating disorders and develop a five minute presentation on the common causes of eating disorders.
2. Youth interview elite athletes and ask about keeping mentally focused for practice and competition and physically fit. Develop a newspaper article about the athlete and what he/she eats and his/her strategy for staying focused.

**Unit: Sexual Health**
Knowledge of male and female sexual anatomy and (physical, emotional, cognitive) changes during puberty, the human reproductive system, the spread of HIV/AIDS and STIs, and birth control methods (and/or abstinence) will help position youth to make good decisions related to their sexual health. Youth will also need to develop critical thinking and problem solving skills to understand the difference between healthy and unhealthy relationships and to delay sexual relationships. As well a differentiation needs to be made between the terms sex and gender so that youth develop an understanding that various factors shape the expression of values, attitudes, social roles, and beliefs about self and others as being male or female. Family, religion, culture, technology—including media and peers, influence youth’ sexual behaviour.

**Energizers:**
6. Poet’s Delight (Resource Guide Pages 98-102)

**Module 1: Age band: 11 to 13 years old**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore personal experiences, attitudes, and feelings about the roles that boys and girls are expected to play</td>
<td>Gender roles</td>
<td>Resource Guide Pages 114-115</td>
<td>T - Instructor should ask youth how they believe they have learned about gender. Divide youth into groups with no more than four youth in each and assign one of the topics (personal beliefs, religions, culture, media) but ask group to identify other areas. Youth brainstorm how gender is learned and using a t-chart they write these ideas on one side. On the other side of the t-chart they create a list of ways to challenge these ideas and why these ideas might be unacceptable representations of each gender.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Topic</td>
<td>Resources</td>
<td>Teaching Strategies (T) and Assessment for learning (AL)</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-----------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Demonstrate knowledge of factors (healthy sexual development, responsible and safe relationships, and freedom of choice) that influence reproductive health and ways to respond to these influences (pressures)</td>
<td>Influences on reproductive health and how to address these influences or pressures</td>
<td>Resource Guide Pages 115-117</td>
<td>T - Instructor asks youth to consider what factors influence their reproductive health? Break youth up into at least 6 small groups each with one piece of chart paper to answer one of these questions: 1. What does healthy sexual development look like? Feel like? Sound like? (So, what would an outsider observe? How would an individual involved feel? What comments would be heard from those involved?) 2. What does a responsible and safe relationship look like? Feel like? Sound like? 3. What does freedom of choice look like? Feel like? Sound like? Two groups will answer question 1, 2 for question 2, and 2 groups for question 3. After youth have answered with statements, have the two groups with the same question join one another and share answers (and add to one sheet). AL - Instructor will circulate to check in with groups. Use the Carousel approach to share ideas OR have some youth simply present their ideas aloud to the class. AL - Alternatively, the instructor could have youth answer the same questions but rather than asking...</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Topic</td>
<td>Resources</td>
<td>Teaching Strategies (T) and Assessment for learning (AL)</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Demonstrate awareness and knowledge of physical, emotional, and cognitive changes that occur during puberty and responding to the changes | Changes during puberty    | Human reproductive system and changes in puberty  
Resource Guide Pages 115-118  
Personal hygiene such as oral care, bodily care, hair and nail care  
http://www.scribd.com/doc/17273759/Personal-Hygiene-A-Lesson-Plan | about healthy relationships, the questions could be phrased in the negative to ask youth to write about unhealthy sexual development, unsafe relationships, and lack of choice.  
T - Instructor then could move into completing the activities/worksheets listed in the resources. Have students complete activities in Resource Guide Page 128-130.  
AL - After youth have learned about peer pressure, ask youth to role play a number of situations where they may be pressured to do something they do not want to do (this does not have to be related to sexual activity).  
T - Graffiti activity (Resource Guide Page 98-102). Begin the class by laying out a large paper at the front of the room OR have several large sheets of paper on desks in the room. Ask youth to write down every single word they know that has to do with puberty. After youth have written down the instructor should read the words aloud to the class and comment on their ideas.  
AL - Ask the youth to categorize the words into three categories: physical changes, emotional changes, and cognitive changes. Circle these words with three different coloured markers. Identify areas where youth will need more support.  
T - Have students complete activity My Body resource guide page 131. |
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the human reproductive system</td>
<td>Human reproductive system</td>
<td>Resource Guide Pages 115-118 and <a href="http://www.google.cz/url?sa=t&amp;rct=j&amp;q=">http://www.google.cz/url?sa=t&amp;rct=j&amp;q=</a>...</td>
<td>If videos are available, use these to provide youth with additional information. T - See activities in lesson plan on the internet on Hygiene. AL - For assessment have youth create poster of the information learned about hygiene to share in the class and around the school.</td>
</tr>
<tr>
<td>Identify the risks and consequences of teenage pregnancy</td>
<td>Risks and consequences of pregnancy</td>
<td>Resource Guide pages 117-118 Teen Health website <a href="http://kidshealth.org/teensexual_health/contraception/contraception.html">http://kidshealth.org/teensexual_health/contraception/contraception.html</a></td>
<td>T - Small groups are assigned one of the methods of birth control to research from the attached website (which should be printed out for those without computers available – one copy per small group). Key information is recorded on a piece of large chart paper. After research is complete youth use the Carousel approach (Resource Guide Pages 98-102) to</td>
</tr>
</tbody>
</table>
### Module 1: Age band: 11 to 13 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the risks, contraction, symptoms, effects, treatment and prevention of HIV/AIDS and STIs</td>
<td>Contraction, short-term and long-term effects, and treatment of HIV/AIDS and STIs</td>
<td>Resource Guide Pages 119-123</td>
<td>circulate around the classroom to learn about this information. T - Read the material on the consequences of teenage pregnancy (using the Jigsaw method - Resource Guide Pages 117-118). Youth will share their knowledge with other members of the class in small groups. T - Begin class by playing a “game” that demonstrates how quickly AIDS/HIV and STIs are spread. Resource Guide page 136. AL - It is very important to debrief after this activity with the class. Other candies can be substituted in the activity. T - Next use the handouts to learn about and discuss information related to sexually contracted diseases/infections. AL - When youth leave the class, have them tell you at the door one thing they learned, or have them write it down in their notebook.</td>
</tr>
</tbody>
</table>

### Module 2: Age band: 14 to 15 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the risks, contraction, symptoms, effects, treatment and prevention of HIV/AIDS and STIs</td>
<td>Contraction, short-term and long-term effects, and treatment of HIV/AIDS and STIs</td>
<td>HIV Risk and Risk Activity Resource Guide pages 119-123</td>
<td>T - Use activity from resource guide page 141. It is a similar activity as that which was used in the above age band. AL - It is very important to debrief after this activity with the class.</td>
</tr>
</tbody>
</table>
### Module 2: Age band: 14 to 15 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
</table>
| Identify methods of contraception to prevent pregnancy e.g., abstinence, condom, birth control pills | Methods of contraception | Abstinence  
Resource Guide Page 158  
Methods of contraception  
Resource Guide Page 160  
Planned Parenthood  
http://www.plannedparenthood.org/health-info/birth-control/ | T – Next use a selection of activities from the resource guide beginning at page 146 to learn about and discuss information related to sexually contracted diseases/infections.  
AL - When youth leave the class, have them tell you at the door one thing they learned, or have them write it down in their notebook. |
| Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship | Risks and consequences of pregnancy | Video Mom at Sixteen  
From Catholic Christian Life Skills  
- For denominational schools | T – Have students complete activity from resource guide page 161.  
AL - Have youth present information on the different types of contraceptives on a small poster to be posted in the classroom. Ask all youth to view the information then ask questions about the content: Which is the least reliable? Most reliable? Etc. |
| Demonstrate knowledge of factors (healthy sexual development, responsible and safe relationships, and freedom of choice) that influence reproductive health and how to address these | Influences on reproductive health and how to address these | Healthy and unhealthy relationships  
Resource Guide Pages 48-51  
Delaying sexual relationships and communicating your wishes  
AL - Ask youth to discuss or (if youth are comfortable) act out scenarios to avoid being pressured into a sexual relationship. |
### Module 2: Age band: 14 to 15 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
</table>
| ways to respond to these influences (pressures) | influences or pressures | Risk game  
*Resource Guide Pages 163* | T - Complete the risk game (*resource guide page 163*) and (AL) be sure to debrief (discuss the exercise) with youth. |
| Identify risk and protective factors of violence and strategies to protect self from physical violence and abuse | Risk factors for violence and strategies to protect self | Sexual assault and violence  
*Resource Guide Pages 58-64*  
Glencoe.com (Glencoe Health Texas Edition (2005) AVAILABLE ON AMAZON  
[http://www.nbisd.org/users/0006/docs/Textbooks/Health/healthchap13.pdf](http://www.nbisd.org/users/0006/docs/Textbooks/Health/healthchap13.pdf) | T - Ask youth to share their definitions of violence and the various types of violence, on separate sheets of paper. This may be a difficult topic to cover as youth have had negative experiences with this topic. Have youth use the Snowball activity (*Resource Guide Page 98-102*) to share aloud their responses. Instructor should add additional categories/types of violence that were not shared. Using direct instruction describe to the youth some of the many strategies to stay safe. Assign several small groups the following categories (bullying, sexual harassment, gangs) and ask the youth to define the term (to the best of their knowledge), where and when it occurs, how it can be avoided, how it can be addressed.  
AL - Youth prepare presentations on their information in the form of a small poster or orally share their ideas with the large group. Instructor should provide youth with paper copies of some of the resources to complete the activity. |
| Youth will be able to identify the causes and consequences of gender-based inequity | Gender-based inequity | Gender violence  
[http://www.itvs.org/educators/collections/half-the-sky/lesson_plans/gender-based-violence](http://www.itvs.org/educators/collections/half-the-sky/lesson_plans/gender-based-violence) | T - Use the information provided in the attached resource to guide youth to understand the causes and consequences of gender violence. In small or large groups examine the selected images and allow youth to understand the role media plays in perpetuating stereotypes. Complete the gender quiz as a class and |
### Module 2: Age band: 14 to 15 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>share the statistics related to gender discrimination. AL - Youth complete cause and consequence chart in pairs. AL - Ask students to create a poster of ways to challenge the current gender discrimination which includes written and pictorial messages.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Module 3: Age band: 16 years plus

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the risks, contraction, symptoms, effects, treatment and prevention of HIV/AIDS and STIs and the risks and consequences of getting pregnant</td>
<td>Contraction, short-term and long-term effects, and treatment of HIV/AIDS and STIs and risks and consequences of pregnancy</td>
<td>Risks and safe practices Resource Guide Pages 173 - 184 *Note: Some content is not appropriate for denominational schools</td>
<td>T - Use the information in the worksheets as content for youth to create an information poster/presentation about HIV/AIDS or a specific STI (or one of the other topics listed). Instructor should assign these to the youth. Youth will take information and teach it first to their classmates in preparation for teaching to the age band of 13-14 year olds.</td>
</tr>
<tr>
<td>Demonstrate knowledge of factors (healthy sexual development, responsible and safe relationships, influences on reproductive health and abstinence)</td>
<td>Influences on reproductive health and Abstinence Resource Guide Pages 185 - 190</td>
<td>T - Complete the activities as described in the worksheets. Instructor uses judgment about depth of study required in each area.</td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td>Topic</td>
<td>Resources</td>
<td>Teaching Strategies (T) and Assessment for learning (AL)</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>and freedom of choice) that influence reproductive health and ways to respond to these influences (pressures)</td>
<td>how to address these influences or pressures</td>
<td>Assertiveness</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide Pages 191 - 194</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gender roles in relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide Pages 195 - 203</td>
<td></td>
</tr>
<tr>
<td>Identify risk and protective factors of violence and strategies to protect self from physical violence and abuse</td>
<td>Risk factors for violence and strategies to protect self</td>
<td>Glencoe.com (Glencoe Health Texas Edition (2005)</td>
<td>T - Instructor will provide youth with scenarios of challenging situations where violence might occur. Youth will form small groups and role play the scenarios (and present these to the large group). AL - The youth will identify to the large group the risk factors of violence, the protective factors that could have been employed, and other strategies to protect the victim. Definitions for these terms are found in the attached resources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scenarios (note: instructor should tailor this material to Belizean teens)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://justicewomen.com/help_teach.html">http://justicewomen.com/help_teach.html</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide Pages 150 - 172</td>
<td></td>
</tr>
<tr>
<td>Think critically about the causes and consequences of gender-based violence and identify approaches to reduce such violence.</td>
<td>Gender-based violence and gender-based discrimination</td>
<td>Gender violence</td>
<td>T - Have the youth use the information in the website to learn more about the challenges women around the world encounter as a result of their gender. Select several of the debatable topics in the website and guide youth to discuss, first in small groups, then in whole group. Ask students to follow the protocol of the Talking Circle (Resource Guide Page 5). Identify areas where violence against women occurs by completing the chart. AL - Ask youth to design posters that discourage violence against women and what society should do.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://gentext.blogs.uv.es/files/2011/05/GV_lesson_plan_SC.pdf">http://gentext.blogs.uv.es/files/2011/05/GV_lesson_plan_SC.pdf</a></td>
<td></td>
</tr>
</tbody>
</table>
### Module 3: Age band: 16 years plus

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessments for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Encourage youth to share the ideas with their communities.</td>
</tr>
</tbody>
</table>

### Module 4: Relevant Leadership I Initiative (may be substituted from the bank of Ideas for Youth Leadership I pages 115-125)

**Snow Storm (I)**

**Learning Outcomes:**  
IBC: Caring, Citizenship, Connection  
CS: Problem Solving, Innovation

**Description:**  
Give all participants a sheet of paper and have them write three fun facts about themselves. When they finish writing, have them crumple their paper into a ball. On “Go” everyone starts throwing the crumpled papers around the playing area. When they find a new one on the ground, they throw it and continue throwing papers around until the instructor says “Stop.” Everyone must then find a paper ball, open it, and try to find the person who wrote the facts.

**Instructor Cues:** give the youth time to strategize.

**Equipment:**  
-paper and pencils

**Variation:** Turn snowball into an initiative. Split the group in half and the designated space in half: each half of the space occupied by half the youth. On your “go” have each half try to keep their snowballs on the “other side.”

**Discussion Questions**

1. What did you learn about yourself that demonstrates something newly discovered about yourself?  
2. What did you learn about the other people in the group?  
3. Were you able to support the strategy in advancing your side?  
4. Did you appreciate the ideas from others in the group?  
5. What did you witness about someone else that you would like to share?
## Module 5: Relevant Leadership II Initiative (may be substituted from the bank of Ideas for Youth Leadership II pages 126-141)

### Walk of Trust (O)

**Learning Outcomes:**
- IBC: Caring, Character, Confidence
- CS: Communication, Cooperation

**Description:**
You will need a large outdoor area. Blindfold each participant with the exception of one (“the leader”). The leader is responsible for leading the group safely around the playing area. Throughout the challenge, change leaders to give as many people in the group as possible an opportunity to be the leader.

**Equipment:**
- 10 to 20 metre piece of rope 1” thick
- blindfolds

**Safety:**
Scan the walking area beforehand to know the lay of the land, avoid hazards and unnecessary obstructions.

**Instructor Cues:**
Know your group and comfort levels with blindfolds. If you know of a youth who is not comfortable with a visual restriction, have them help spot the walkers. Consider the following questions:
- How important was trust for the person leading and for those following? What were they doing / saying that gives you this indication?
- How did it feel to have the safety of the group in your hands: Did anyone seem uncomfortable being in a leadership position? Did anyone really like the position of leader? Why?
- Explain the importance of communication in this initiative for the leader and the followers.

**Discussion Questions**
1. What did you learn about yourself that demonstrates something newly discovered about yourself?
2. What did you learn about the other people in the group?
3. Were you able to support the strategy in advancing your side?
4. Did you appreciate the ideas from others in the group?
5. What did you witness about someone else that you would like to share?

## Module 6: Community Assignment

Youth may choose to complete one of the following activities:
1. Interview police about gender based violence and what intervention activities are available to them to reduce such violence
2. Visit a local hospital and discuss with a physician or health administrator the prevalence of HIV/AIDS, the treatment (including in hospital) and the cost to Belize of the health care

3. Visit the Grandmothers to Grandmothers Campaign website to learn more about the international support for HIV/AIDS (http://www.grandmotherscampaign.org/) and arrange a skype conversation with a grandmother who is working with those impacted by HIV/AIDS. Learn what can be done to assist both internationally and locally.
7. CURRICULUM TRACK 4: CARING

**Focus: Developing self-concept**
- Acquires values, attitudes to promote and sustain Belizean culture and heritage
- Develops skills that will enable one to value integrity, act confidently and responsibly
- Is emotionally secure with a high level of self confidence and self esteem (IBC)
- Develops the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental, social and spiritual well being and to contribute to the health and welfare of the community and country (IBC)

**Knowledge Outcomes:**
- Youth will understand emotional literacy
- Youth will demonstrate ethical behaviour
- Youth will understand how to be involved in efforts that contribute to the common good

**Skill Outcomes:**
- Coping (healthy self-management and monitoring, self-awareness, dealing with emotions)
- Develop positive self-image
- The ability and motivation to reflect on one’s emotions and surroundings, respond affirmatively to and cope with adverse situations
- Develop character, values, and personal responsibility

**Attitudes and Values:**
- Positive identity, Self worth, Respect for self and others, Responsibility, Integrity, Perseverance, Courage, Justice, Self-discipline
Unit: Reaching Out
The ills of society have resulted in many young people facing adverse circumstances such as hunger, homelessness, drug abuse, violence and early death of friends and families. Youth will need to develop skills of empathy, critical thinking and problem solving to understand these social ills and see how they can combat these debilitating circumstances in their lives and where possible, in the lives of others.

**Note:** This material may be very sensitive for many youth and it is essential that the instructor develop a strong sense of classroom community well in advance of taking on this track. The use of additional Energizers and Community Building Activities may create a more effective and safe learning environment for youth.

Energizers:
1. Name Jive – Resource Guide Pages 205-207

Module 1: Age band: 11 to 13 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
</table>

**Teaching Strategies (T) and Assessment for learning (AL)**

T - Youth work in groups of three to develop a definition of poverty. Begin by providing each small group with a piece of paper to write their ideas. Then ask youth to list words that come to mind that are related to poverty. They may write down physical signs of poverty (e.g., derelict house, no running water) but also encourage them to write down emotions related to poverty. Encourage youth to consider how poverty affects relationships with others at home and the larger community.

AL - Instructor explores the definitions provided and together the whole group comes up with a common definition.
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of factors that influence drug use and violence and ways to respond to issues</td>
<td>Violence</td>
<td>Youth Discussion Guide: Thematic Overviews, Activities and Links <a href="http://www.unodc.org/documents/drug-prevention-and-treatment/discussion_guide_final_2012_04.pdf">http://www.unodc.org/documents/drug-prevention-and-treatment/discussion_guide_final_2012_04.pdf</a> Consequences of Drug Use (Section Five)</td>
<td>'T' - Instructor asks youth to consider what factors influence poverty and violence in Belize City? Break youth up into at least 6 small groups each with one piece of chart paper to answer one of these questions: 1. <strong>What do you think would be the worst thing about living in poverty?</strong> How would an individual involved feel? <strong>How would you know if someone is living in poverty?</strong>  2. <strong>How is violence affecting Belize City/Orange Walk?</strong> (name of the local town or village can be substituted)? 3. <strong>How are drugs and violence connected?</strong> Two groups will answer question 1, 2 for question 2, and 2 groups for question 3.  AL - After youth have answered with statements, have the two groups with the same question join one another and share answers (and add to one sheet).</td>
</tr>
</tbody>
</table>
### Module 1: Age band: 11 to 13 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Instructor will circulate to check in with groups. Use the Carousel approach <em>(Resource Guide Page 205-207)</em> to share ideas OR have some youth simply present their ideas aloud to the class. T - Instructor then could move into completing the activities/worksheets listed in the resources <em>(pages 209-211)</em>. When youth complete the activity Rank your Values, the instructor could use the Human Graph activity <em>(Resource Guide Page 205-207)</em> so that youth can publically share their ideas and these can be discussed as a class. AL - After youth have discussed the issues, ask youth to role play a number of situations where they or someone they know had to deal with living in poverty, taking drugs, or dealing with a drug-related death of a friend or a family member.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Topic</td>
<td>Resources</td>
<td>Teaching Strategies (T) and Assessment for learning (AL)</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-----------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Explore personal experiences, attitudes, and feelings about poverty and violence</td>
<td>Poverty</td>
<td>UNICEF <a href="http://teachunicef.org/explore/topic/poverty">http://teachunicef.org/explore/topic/poverty</a> Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It, Eric Jensen <a href="http://www.ascd.org/publications/books/109074/chapters/How-Poverty-Affects-Behavior-and-Academic-Performance.aspx">http://www.ascd.org/publications/books/109074/chapters/How-Poverty-Affects-Behavior-and-Academic-Performance.aspx</a></td>
<td>T - Instructor should ask youth how they believe they have learned poverty and violence. Divide youth into groups with no more than four youth in each and assign one of the topics (hunger, homelessness, drug use, violence) but ask group to identify other areas. AL - Youth brainstorm how they learned about these issues and using a t-chart they write these ideas on one side. On the other side of the t-chart they create a list of ways to challenge these societal ills. T - Instructor should create his/her own list of ideas in advance of youth lists. At first, the dialogues may appear hopeless. Instructor should bring in people or videos or stories of hope pertaining to the issues discussed.</td>
</tr>
<tr>
<td>Explore the impact of poverty and violence on children</td>
<td>Relationship between poverty and violence</td>
<td><a href="http://www.voicesofyouth.org/en/sections/poverty-and-hunger/pages/the-big-picture">http://www.voicesofyouth.org/en/sections/poverty-and-hunger/pages/the-big-picture</a> Poem “And” by Kalilah Enriquez Resource Guide Page 217</td>
<td>T - Graffiti activity (Resource Guide Pages 205-207). Begin the class by laying out a large paper at the front of the room OR have several large sheets of paper on desks in the room. Ask youth to write down every single word they know that has to do with the topics being discussed. After youth have written down the instructor should read the words aloud to the class and comment on their ideas. AL - Ask the youth to categorize the words into three categories: poverty, drugs and death. Circle these words with three different coloured markers. Identify areas where youth will need more support. T - Read the poem titled “And” by Kalilah Enriquez about a young man being murdered.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Topic</td>
<td>Resources</td>
<td>Teaching Strategies (T) and Assessment for learning (AL)</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-----------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Before Reading:</td>
<td>Discuss with your classmates the rising number of murders in Belize. Who are usually the victims? What are the most common motives? How do these murders affect the families involved and the wider community?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During Reading (ask students):</td>
<td>1. What 2 things are being compared in Lines 1 and 3?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. What word highlights the basis of the comparison?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. What do the words “crimson” “darker,” and “white” suggest other than colours and shades?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. What is significant about the number of men at the funeral?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. What does the word “boys” as used in line 10 mean? What does it suggest?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. What do we learn about the men in lines 14-18?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. What do lines 21 and 22 suggest about the kind of life the subject of the poem led?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. How has the subject continued to “live” according to the poet?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. In addition to the fact that the subject continues to live, what might the poet want us to think about as we read lines 23-29?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Module 2: Age band: 14 to 15 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify signs associated with youth who have experienced or witnessed violent behaviour and employ strategies to support these youth.</td>
<td>Identification of strategies, resources, and individuals to support youth experiencing violence</td>
<td><a href="http://www.camh.ca/en/education/about/camh_publications/Pages/growing_resilient.aspx">http://www.camh.ca/en/education/about/camh_publications/Pages/growing_resilient.aspx</a></td>
<td>1. Notice the absence of punctuation in the poem and read the poem aloud bearing this in mind. What effect does this have? 2. (AL) Write a paragraph explaining the significance of the title of the poem. Consider how each stanza begins. 3. What are some of the ways that young people can settle their differences without resorting to violence?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AL - For assessment have youth create a poster of the information learned about these issues to share in the class and around the school.</td>
</tr>
<tr>
<td>T - In groups of three, youth list two types of violence with which they are familiar. The groups then exchange lists and respond to how they think they could help someone who had experienced or witnessed this type of violence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AL - Students work together in groups of 3 – 4 to develop posters listing community resources in Belize. They use a brain storming activity to come up with a comprehensive list.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Module 3: Age band: 16 years plus

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
</table>
| Demonstrate responsibility to my local community by employing strategies to reduce violence | Reduction of violence in local communities | [http://www.camh.ca/en/education/about/camh_publications/Pages/growing_resilient.aspx](http://www.camh.ca/en/education/about/camh_publications/Pages/growing_resilient.aspx) | T - Youth form groups on their own and discuss the risks and responsibilities that they have to help keep their community safe.  
T - Have youth create information cards with strategies they can employ to create safer communities. Ask youth to circulate around the classroom and share their ideas with others. Instructors will encourage youth to talk to at least five different individuals.  
AL - Return to the larger group and identify strategies that may be challenging to employ. Class will suggest alternate approaches. |
| Peer teach youth in younger age bands about poverty and violence in their communities | Peer teaching | [UNICEF](http://teachunicef.org/explore/topic/poverty) | T - Use the On the Line (Resource Guide Pages 205-207) to gauge what youth know and don’t know about this topic. In advance create a number of true and false statements to be read aloud to the group. Youth must move across the line to show what they believe is the answer. Discuss these ideas before teaching information to the youth.  
T - Provide youth with the posters developed in Module 2. |

---

## Module 4: Relevant Leadership I Initiative (may be substituted from the bank of Ideas for Youth Leadership I pages 115-125)

- **Chicken Tag (O / I)**
- **Learning Outcomes:**

---

82
**Description:**
This is a variation on the traditional game of “Tag.” Ask the participants if they know what a chicken is. Ask if they know what chickens do. Explain that chickens are animals that work together to create structure within their group and tell the participants they will be playing a game using a rubber chicken. Every group subjects itself to a pecking order. One participant will be the “chaser” and all the others will be the “chased.” The “chaser” will chase the other participants. In order to be safe, participants need to be holding the rubber chicken, which will be thrown and caught by participants. If the “chaser” catches a participant that participant must squat down and place their hands above their head (forming the shape of a roof or triangle). They must yell out “Help, Help!!” to the other participants who are not captured for help to free them. Two other participants must join hands over top of the captured participant and circle around them three times to free them. After the third time around, everyone can run freely. The game continues until everyone has been captured or the motivation and interest level of the group starts to decline.

**Variation 1 Heel/Toe:** It is possible to do this game indoors. Participants cannot run, but must instead walk by touching their feet heel to toe with each step.

**Variation 2 Zombie:** When participants are tagged they continue to play as ‘Zombies’ who lurch around on their knees. If a ‘Zombie’ tags someone they return to full human status and continue playing on their feet.

**Discussion Questions:**
- How many people asked for help?
- How many people threw the chicken to someone without them asking for help?
- How many people didn’t ask for help?
- Is it hard to ask for help?
- What is it like to receive help that you didn’t ask for?
- Why would someone try to help you if you didn’t ask for it?
- Should you ever force help on someone?

**Module 5: Relevant Leadership II Initiative (may be substituted from the bank of Ideas for Youth Leadership II pages 126-141)**

**Rocks (Steal the Eggs) (O)**

**Learning Outcomes:**
IBC: Confidence, Creativity, Connection
CS: Communication, Decision Making
Description:
The group will be divided into two large teams. The field or playing area will be divided into two distinct halves, each team having their own side to defend. In the back of each team’s half, there will be a hula hoop containing the team’s “rocks,” which may be bean bags, small balls, or any small objects. Each team begins with the same number of rocks in their hoop. The object of the game is to steal the other team’s rocks so that you end up with all rocks in your own team’s hoop.

Once a player decides to cross into the other team’s half they can be tagged by a member of the opposing team. Once tagged, players are frozen where they are standing and must be rescued by one of their teammates.

Rescuing a Teammate: In order to rescue a teammate who has been tagged, players must successfully cross to the opposing side and make it to their frozen teammate without being caught. Once the rescuer has reached the frozen teammate they are both safe to cross back over to their team’s side. Players must go back to their side after rescuing or being rescued before they can attempt to steal another rock. Players can only rescue one teammate at a time.

Instructor Cues: Ensure fair play—no pushing shoving. Allow for rests and strategy building. Here is a very Helpful Tip: Instruct participants to raise their hands high in the air when they are safely walking back to their side after rescuing a player so that the other participants know they cannot be tagged at that time.

Additional Rules:
• Only one rock can be taken at a time.
• If a player is tagged on their way back after taking a rock, they are frozen on the spot and they give the rock back to the player who tagged them so they can return it to their hoop.
• Rocks cannot be thrown/passed to other teammates. They must be carried all the way across.
• Once all rocks are in one of the team’s hoops, the game is over. You may wish to play another round depending on time. If you want to ensure a longer game, have an abundance of rocks.
• You can add in a safe zone on either side if need be. Place a hula hoop halfway between the centre line and back hoop. If a player is in this zone he/she cannot be tagged. Make a rule that there can only be one player in the safe zone at a time.
• Opposing players are safe in the other team’s rock hoop. Once they have one foot in the hoop, they can rest there until they need to run home.
• The guardian of the rock hoop must be 1 metre from the hoop.

Instructor Cues:
Know your group and comfort levels with blindfolds. If you know of a youth who is not comfortable with a visual restriction, have them help spot the walkers. Consider the following questions:
• How important was trust for the person leading and for those following? What were they doing / saying that gives you this indication?
• How did it feel to have the safety of the group in your hands: Did anyone seem uncomfortable being in a leadership position? Did anyone really like the position of leader? Why?
• Explain the importance of communication in this initiative for the leader and the followers.

Discussion Questions
1. How did you contribute to the group’s decision?

Equipment:
• 10 to 20 metre piece of rope 1” thick
• blindfolds

Safety:
Scan the walking area before hand to know the lay of the land, avoid hazards and unnecessary obstructions.
2. Were you able to see and support the idea selected by the group?
3. Did you hear other ideas in your group discussion that were not acted on?
4. Did you contribute to the solution or advance an existing idea?

Module 6: Community Assignment

1. Youth may visit and research one of the following:
   1. A Homeless shelter
   2. A Children’s home
   3. A Drug Rehabilitation Centre

Sample Questions to guide observations and research:
• Who is served by this organization?
• How many people are currently being served?
• How does it feel for you to be in the facility?
• How are the clients responding to your presence there?

IF YOUTH ARE PERMITTED TO SPEAK WITH CLIENTS IN THE HOMELESS SHELTER OR THE DRUG REHAB FACILITY:
• How did you come to be here?
• What have you learned from being here?
• What do you think can be done so that others don’t end up here?

REMEMBER TO TELL THE YOUTH TO SAY THANK YOU! FOR THE TIME THEY SPEND IN THE FACILITY AND FOR PEOPLE SHARING THEIR STORIES WITH THEM.

2. Organize a campaign to promote an end to the violence in your community. Make placards for a demonstration. Write speeches for a rally. Prepare posters and bumper stickers. Decorate T-shirts to wear at the rally or demonstration.
8. CURRICULUM TRACK 5 - COMPETENCE

**Focus: Improving Continually**
- Demonstrates ability to apply relevant life skills in dealing with life challenges
- Demonstrate the ability to continually self improve
- Demonstrates capacity to plan for future success
- Demonstrates a positive work ethic (IBC)

**Knowledge Outcomes:**
- Youth will develop a sense of purpose and belief in the future with specific attention to educational aspirations and preparations for work and family life
- Youth will demonstrate good reasoning, problem-solving and planning skills
- Youth will demonstrate their abilities to think abstractly, reflectively and flexibly
- Youth will know about careers and options, and the steps necessary to reach goals

**Skill Outcomes:**
- Problem solving, critical thinking, financial competence, self reflection, functional and organizational skills necessary for employment, ability and motivation to learn in school and in other settings

**Attitudes and Values:**
- Commitment to self-improvement
- Contribute to a safe and healthy learning and work environments
Unit: Careers and Entrepreneurship
The acquisition of skills, attitudes, and knowledge that enable youth to make a successful transition from school to the world of work, and from job to job across the life span will position them to become more fulfilled and contributing members of society. They will need to be assisted in identifying their own skills and interests and acquiring career information in order that they may achieve their own career goals. They will need to understand the importance of responsibility in the workplace and the necessity of acquiring skills that support them in organization, problem solving, decision-making and collaboration. Knowledge related to entrepreneurship such as creating a financial business plan, budgeting and marketing will also provide youth with information about how they can contribute to Belize’s economy.

Energizers:
1. Realignment - Resource Guide Pages 233-235
2. Creative Categories - Resource Guide Pages 233-235

Module 1: Age band: 11 to 13 years old

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
</table>
| Create a personal portfolio showing evidence of interests, assets, and skills; e.g., certificates of participation | Portfolio creation | Choosing a career Resource Guide Pages 220-226  
Assessment of personal interests and abilities Resource Guide Pages 220-226  
Career Work value surveys  
Creating a Portfolio Resource Guide Pages 227-231 | T - Youth complete a KWL chart (Resource Guide Page 233-235) about Know - what they think they know about who they are and what career they may select, What - what they don’t yet know and want to know or ask, Learn - what they have learned about themselves at the completion of the module Complete the surveys to identify youth interests and abilities and discuss AL - Explain how to complete a portfolio (show an example) and provide time for youth to collect and create information for the portfolios. |
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
</table>
| Examine factors that may influence future life role/education/career plans; technology, role models | Factors influencing career choices | Factors that Influence Salary  
Career Stereotypes  
Careers in Belize | T - Carousel Activity(Resource Guide Page 233-235) – place the topics (technology, role models, respectability of career, skills required to do career, parents, friends, resources in community, education required, salary) on large sheets of paper and have youth move from station to station discussing and adding to their understanding of these influences on their career choices  
T - Complete survey on gender stereotypes and work and discuss using Four (4) Corners (Resource Guide Page 233-235)  
AL - Youth should work in groups of three to complete a project on the careers in Belize and the stereotypes associated with them. |
| Develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills | Career goals | Goal Setting | T – Have students complete activity on page 245 of resource guide. They can also complete goal setting worksheet on page 90 of resource guide individually.  
AL - Youth complete these and then move to sharing their goals with a partner. Discuss how to achieve the goal. |
| Identify and acquire employability skills such as teamwork, problem solving, and organization | Employability skills | Employability  
Team Work  
Problem solving | T - Youth participate in activities to develop teamwork, problem solving, and decision-making  
Complete the activity on making-decisions in the workplace. Ask groups to discuss how each experience affected them and how they would prefer to work. Problem solving in the workplace requires diplomacy. |
Module 1: Age band: 11 to 13 years old

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>AL - Using the scenarios have youth work in small groups and role play the most effective method to resolve the conflict/problems.</td>
</tr>
</tbody>
</table>

Module 2: Age band: 14 to 15 years old

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigate, interpret, and evaluate career information and opportunities, using a variety of sources; e.g., internet, mentors, media, informational interviews</td>
<td>Career research</td>
<td>Different types of careers/jobs</td>
<td>T - Provide youth with opportunities to examine different career choices through: interviewing individuals in the field, researching online, showing videos, reading information from texts, bringing in guest speakers. Have youth complete Classified job ad analysis to understand different jobs available (using print or online newspaper). This would involve reviewing at least 20 jobs and classifying them by type of job (sector of the economy) and identifying the qualifications necessary.</td>
</tr>
<tr>
<td>Update a personal portfolio showing evidence of interests, assets, and skills; and relate evidence to knowledge and skills required by various career paths</td>
<td>Update portfolio Resume and cover letter writing</td>
<td>Who am I and what skills can I offer? Resource Guide Page 240</td>
<td>AL - Youth continue to work on their portfolios based on the information they collected in previous years (added to a folder). Discuss with youth their values and traits. Have these changed over time? T - Revisit these ideas using handouts. Discuss employability traits and skills by calling out these one at a time and asking youth to show their approval or disapproval of these traits by playing the</td>
</tr>
</tbody>
</table>
## Module 2: Age band: 14 to 15 years old

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refine personal goals and priorities related to future career paths and investigate (school and work) programs related to potential careers</td>
<td>Career goals and educational programs</td>
<td><a href="www.damngood.com/workbooks/highschool.pdf">www.damngood.com/workbooks/highschool.pdf</a></td>
<td>Show examples of well-written and poorly written resumes and cover letters. Have youth complete SWOT Analysis resource guide page 240. AL - Youth complete resumes in class and write a cover letter based on one of the job classified ads from an earlier activity.</td>
</tr>
<tr>
<td>Apply skills and knowledge to create a personal and family budget</td>
<td>Budgeting</td>
<td><a href="www.damngood.com/workbooks/highschool.pdf">www.damngood.com/workbooks/highschool.pdf</a></td>
<td>AL - Complete the information required and have youth groups present the findings to the class (on chart paper and/or orally). Option: Have groups use Carousel approach (Resource Guide Page 233-235) to share information with peers.</td>
</tr>
</tbody>
</table>

T - Complete activities on goal setting from [www.mentoring.org/downloads/mentoring_429.pdf](www.mentoring.org/downloads/mentoring_429.pdf) and create groups of youth (in groups of three) to work together to research information on one of their chosen careers. AL - Complete the information required and have youth groups present the findings to the class (on chart paper and/or orally). Option: Have groups use Carousel approach (Resource Guide Page 233-235) to share information with peers.

T - Use the handouts in the website, in the resources column to guide instruction about budgeting. Youth complete handouts and discuss with a partner balancing the budgets in the various scenarios. Youth create own personal budget. Whose needs are considered when budgeting for a family? Alternatively, the budget exercise activity (Resource Guide Pages 245 – 246)
| Module 2: Age band: 14 to 15 years old |  |
|---|---|---|---|
| **Outcome** | **Topic** | **Resources** | **Teaching Strategies (T) and Assessment for learning (AL)** |
|  |  |  | AL - Use the exercise on budgeting *(Resource Guide Pages 245-246)* for assessment. |

| Module 3: Age band: 16 years plus |  |
|---|---|---|---|
| **Outcome** | **Topic** | **Resources** | **Teaching Strategies (T) and Assessment for learning (AL)** |
| Extend and improve on a personal portfolio showing evidence of interests, assets, and skills; e.g., certificates of participation | Update portfolio Resume and cover letter writing and interview skills | See resources from age band 14-15 for cover letters and resumes Interview questions http://www.interactiontalks.com/jobs-for-teenagers-answering-interview-questions/ Interview tips www.teenforce.org/uploads/interview_tips.pdf http://kidshealth.org/teen/school_jobs/jobs/tips_interview.html | T - Youth continue to work on their portfolios based on the information they collected in previous years (added to a folder). Continue to work on resumes and cover letters. AL - Have youth create a cover letter and practice interviewing one another (using the interview questions) based on the job for which they have applied. |
| Identify characteristics of entrepreneurs and how to Operational and Financial Planning | Introduction to Entrepreneurship Resource Guide Pages 89 - 96 Interests assessments |  | T - Have youth form groups of three for a multi-lesson assignment. Using their portfolios to assess their marketable skills, the students will develop a |
Module 3: Age band: 16 years plus

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>develop skills required for entrepreneurship</td>
<td>Financial Management</td>
<td>Resource Guide Pages 97 - 100 Employment options Resource Guide Pages 101 - 104 Budgets Resource Guide Pages 105 - 114 Starting a Business Resource Guide Pages 115 - 127 Marketing &amp; advertising Resource Guide Page 128 Your Money Resource Guide Pages 129 - 132</td>
<td>plan to start a small, three person business for which they think they are best suited. They will determine who will undertake each of the business planning activities and will conduct research on the development of the business. Over three classes, they will plan the first year of the business, determining the revenues and costs, a marketing and sales strategy. AL - During the fourth class, they will present their business plans to their peers. As part of the planning, they will describe any further training they believe they would need to start the business.</td>
</tr>
<tr>
<td>Peer teach youth in younger age bands about employability skills and attitudes</td>
<td>Peer teaching</td>
<td>Employability traits Resource Guide Page 133 Peer teaching activities Resource Guide Pages 134 - 140</td>
<td>T - Youth use strategies described in Resource Guide 89 - 128 to assist in delivering information about employability skills and attitudes. T - Use the Alphabet game (Resource Guide Page 3) with younger youth</td>
</tr>
<tr>
<td>Select a career/job of interest and have the youth experience the position</td>
<td>Job shadow</td>
<td>Contact local businesses in order for youth to experience a day in the life of a … (select a job/career)</td>
<td>AL - Youth can keep a journal of their “on the job” experiences to share with their classmates / group.</td>
</tr>
</tbody>
</table>

Module 4: Relevant Leadership I Initiative (may be substituted from the bank of Ideas for Youth Leadership I pages 115-125)
<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>Equipment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBC: Competence, Connection</td>
<td>50 feet of nylon webbing</td>
</tr>
<tr>
<td>CS: Cooperation, Communication</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the youth break up into groups of approximately 10 (think about keeping your existing base groups [see below in the PYDC Modules Section for setting up base groups]). Using a piece of webbing or rope, tie the two ends together to form a circle. The object of the activity is to have the participants hold on to the webbing with both hands and quickly pass the rope around the circle keeping their hands on the rope. Start the knot at one person and the time ends when the knot is back to that person. Once the team has passed the rope around the entire circle, the whole group sits down and yells out “Belize.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructor Cues:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch the hands to ensure they never leave the webbing. Give the group time to share ideas to increase their speed. Yes, this can be a competitive activity—always fun—but this is about finding solutions to work together more efficiently.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the activity again, having the teams lay down on their backs with their feet in the air. They must then try to achieve the same goal using only their feet. Once they complete the task, the whole group needs to stand up and yell out.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remind the group to work together and not yank the webbing, avoiding friction burns to the hands. Remind youth not to wrap the webbing around their necks or heads.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How did you support the group—what specifically did you do to contribute?</td>
</tr>
<tr>
<td>2. Did you hear other ideas and gravitate to wanting to support that direction?</td>
</tr>
<tr>
<td>3. Did others in the group understand your ideas or suggestions?</td>
</tr>
<tr>
<td>4. What actions from others did you appreciate?</td>
</tr>
</tbody>
</table>

Module 5: Relevant Leadership II Initiative (may be substituted from the bank of Ideas for Youth Leadership II pages 126-141)

Tire Exchange (O)
**Learning Outcomes:**
IBC: Competence, Creativity, Connection
CS: Innovation, Problem Solving, Critical Thinking

**Description:**
Each team needs to move their designated tire from off of one sonotube tube and on to another sonotube that is at least 20 feet away. The following are some limitations:
1. Talking and planning occur only within the designated home boundaries.
2. Anyone entering the No Trespassing Zone has to be sightless.
3. Group member(s) who take off the tire may not re-install them.
4. Anyone involved in the moving of the tire has to be inside the No Trespassing Zone.
5. At no time can anybody or anything touch the cardboard sonotubes (not the tire, not people either).
6. If any rule is violated, everyone must return to their designated home and start over.

**Equipment:**
2 tires
1 50’ rope
2 sonotubes
2 20’ rope

**Safety Cues:**
1. Sightless individuals getting hurt
2. Hurt feelings due to frustration or impatience
3. Tire dropping on someone

**Instructor Cues:**
- Effective means of communication
- How feelings are handled (frustration, impatience)
- Follow through / planning vs. doing….how different they can be
- The ongoing need for support for the do-er from the support group.
**Discussion Questions:**
1. Were you able to express your opinion when the plan was not unfolding well?
2. Were you able to express your opinion when the plan was progressing well?
3. Did you offer any viable ideas?
4. How did you feel when one of your suggestions was accepted by the group?
5. What did you do specifically to help advance the progress of the Tire Exchange?
6. Did you allow frustration to cloud your thinking?
7. Did you get caught up in the group energy (positive or negative)?

**Module 6: Community Assignment**

Youth may choose one of the following activities:
1. Shadow a person on a job and journal their “on the job” assignment
2. Research the annual salaries of at least 10 jobs in Belize and the qualifications necessary for each job.
3. Youth Centre (in addition to activities 2 and 3 above): Invite someone to speak about the challenges of getting employment with a record and how to get a juvenile record expunged.
# 9. CURRICULUM TRACK 6: CREATIVITY

<table>
<thead>
<tr>
<th>Focus: Exploring mediums for positive self expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develops the ability to express ideas and communicate thoughts in a variety of forms</td>
</tr>
<tr>
<td>• Values and displays the creative imagination in its various manifestations</td>
</tr>
<tr>
<td>• Nurture the economic development of creative entrepreneurial spheres</td>
</tr>
</tbody>
</table>

## Knowledge Outcomes:
- Youth will demonstrate different avenues for being creative
- Youth will learn expression through art, music, drama, dance, writing and other creative media
- Youth will appreciate that from creativity comes innovation which can create pathways to successful resolutions

## Skill Outcomes:
- **Coping** (healthy self-management and monitoring, self-awareness, dealing with emotions)
- Develop positive self-image
- The ability and motivation to reflect on one’s emotions and surroundings, respond affirmatively to and cope with adverse situations
- Develop character, values, and personal responsibility

## Attitudes and Values:
- Appreciation for the power of imagination
- Openness
- Valuing the range of creative and diverse expression and ideas
- Respect for others ideas
- Appreciation of imagination, for the power of exploring creative solutions, for creative energy
- Valuing the range of creative expression
**Unit: The Art of Creative Collaboration**

This unit follows from the Unit “Careers and Entrepreneurship” under Track 5—Competence. Youth will use their Personal Interest and Abilities Inventory and think more creatively about these elements of their identity, particularly, how they could make a living using their interests and abilities. Youth will learn that the ability to design, create and/or perform can enrich their lives in meaningful and even financial ways. Thinking creatively, giving expressive shape to ideas, and communicating those ideas imaginatively, are not only indispensable to all artistic endeavors, but can enhance traditional academic pursuits, stimulate effective problem-solving, and foster originality in new areas.

**Energizers:**
2. Creative Categories – Resource Guide Pages 256-258

**Module 1: Age band: 11 to 13 years old**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a portfolio showing evidence of interests, assets and skills</td>
<td>Portfolio creation.</td>
<td>Choosing a career Resource Guide Pages 220-224 Creating a Portfolio Resource Guide page 227 Book “In the Flow of Eternity” (2010) by Eladio Aragon. Selected stories “Dare to Follow Your Dream,” “We Came As Champions” “Youth! Wake Up!”</td>
<td>T - Youth complete the interest meet ability activity (Resource Guide Page 263). Discuss with students what they have learned about themselves during the activity. T - Complete the surveys to identify youth interests and abilities and discuss AL - Explain how to complete a portfolio (show an example) and provide time for youth to collect and create information for the portfolios T - Show videos of Mayan embroidery &amp; craft making; how to make local Belizean dishes (tamales, fry jacks, etc). Have local artisans and poets visit the class and demonstrate the making of their arts and crafts.</td>
</tr>
<tr>
<td>Revisit the portfolio and select an interest/ability (e.g., in art, music, drama, dance, writing, cooking, craft making, embroidery) to more deeply and creatively explore</td>
<td>Creatively connect personal interests to long term (career) goals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

97
<table>
<thead>
<tr>
<th>Module 1: Age band: 11 to 13 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>Create a personal portfolio showing evidence of interests, assets, and skills (if youth have not yet completed this outcome)</td>
</tr>
<tr>
<td>Revisit the portfolio and select an interest/ability (e.g., in art, music, drama, dance, writing, cooking, craft making, embroidery) to more deeply and creatively explore</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>T - Read excerpts from the book “In the flow of eternity” by Belizean writer and activist Eladio Aragon.</td>
</tr>
<tr>
<td>AL - Youth prepare a presentation for the class on the history of one of the creative arts in Belize and why this form of creativity interests them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 2: Age band: 14 to 15 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>Create a personal portfolio showing evidence of interests, assets, and skills (if youth have not yet completed this outcome)</td>
</tr>
<tr>
<td>Revisit the portfolio and select an interest/ability (e.g., in art, music, drama, dance, writing, cooking, craft making, embroidery) to more deeply and creatively explore</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>T - Youth complete the interest meet ability activity (Resource Guide Page 263). Discuss with students what they have learned about themselves during the activity.</td>
</tr>
<tr>
<td>T - Complete the surveys to identify youth interests and abilities and discuss</td>
</tr>
<tr>
<td>AL - Explain how to complete a portfolio (show an example) and provide time for youth to collect and create information for the portfolios</td>
</tr>
<tr>
<td>T - Read excerpts from the book “In the flow of eternity” by Belizean writer and activist Eladio Aragon.</td>
</tr>
<tr>
<td>T - Youth are taught how to create a concept map.</td>
</tr>
</tbody>
</table>
Module 2: Age band: 14 to 15 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Instructor demonstrates a simple concept map on a topic of interest to youth in the classroom. AL - After the demonstration of the concept map youth may select, as an assessment piece, to create a concept map that demonstrates “Living my passion when I grow up” or “From passion to payday”.</td>
</tr>
</tbody>
</table>

Module 3: Age band: 16 years plus

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
</table>
| Create a personal portfolio showing evidence of interests, assets, and skills (if youth have not yet completed this outcome) Revisit the portfolio and select an interest/ability (e.g., in art, music, drama, dance, | Portfolio creation. Creatively connect personal interests to long term (career) goals | Choosing a career  
Resource Guide Pages 5 - 6  
Resource Guide Track 5 Pages 5 - 25  
Creating a Portfolio  
Resource Guide Track 5 Pages 30 - 34 | T - Youth complete the interest meet ability activity (Resource Guide Page 263). Discuss with students what they have learned about themselves during the activity. T - Suggest ways in which youth can “Follow the Trail” of an artist or a particular art or craft. Explain to youth how “Follow the Trail” is conducted: First ask youth to choose a favourite artist in any genre, art |
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing, cooking, craft making, embroidery) to more deeply and creatively explore</td>
<td>Read Excerpts from the book by Belizean writer and activist, Eladio Aragon titled “In the Flow of Eternity” (2010). e.g., “Dare to Follow Your Dream;” “We Came As Champions” “Youth! Wake Up!”</td>
<td>or craft piece and trace the beginnings of the artist or the type of art or craft. AL - Youth will do research on the artist or artefact and will use these types of questions which are listed: 1. How old was the artist when she began her career? 2. Who encouraged her? 3. Who were her early teachers? 4. How was she discovered? 5. What materials are needed to make the art or craft piece? 6. Are all materials from Belize? 7. How was this art/craft discovered? T - Read excerpts from the book “In the flow of eternity” by Belizean writer and activist Eladio Aragon. Youth are grouped in triads by similar interests. The groups of three brainstorm ways that they would develop their talents and market them to support themselves.</td>
<td></td>
</tr>
</tbody>
</table>

Module 4: Relevant Leadership I Initiative (may be substituted from the bank of Ideas for Youth Leadership I pages 115-125)

Who Needs a Drink of Water? (O)
## Learning Outcomes:
IBC: Connection, Citizenship, Creativity  
CS: Problem Solving, Cooperation

### Description:
Think of this activity as “group service!” Working as a cohesive team, the base group will strive to reach a common goal—transporting drinking water. Prior to the activity, fill 10-12 cups with water about 3/4 full and place five at one end of the room (or outside area) on the ground and five at the other end. The cups should be at least 20 feet apart from each other if possible. Gather the group together in the middle of an open space with a cafeteria-type tray placed on the ground and give them the following challenge: “You must retrieve all 10-12 cups of water and place them on the tray without spilling any water.” The following are the conditions:
- You may only get one cup from one end of the designated space at a time.
- Before getting a second cup from that side of the space, the group must travel to the other side of the space with the tray and retrieve a cup from that side.
- When all ten cups of water are on the tray, the group must place it on the ground in the center of the field.
- By the way, each person can only use one foot and one hand for the entire duration of this activity.
- If any water spills you must start over.

### Equipment:
- 10-12 cups different sizes, filled ½ to ¾ full of water,
- cafeteria-type tray
- start marker
- end marker

### Safety:
- spot the group as they move in the outdoor space, assist to prevent tripping.
- assess the area for ground obstructions, holes, broken glass

### Instructor Cues:
Most participants will try to hop with the tray at first but this spills water. The best way to accomplish the task is to pass the try down a line and for the person at the end to hop to the front of the line so that the chain can continue all the way to the end of the line. This initiative is one of patience.

### Discussion Questions
1. What supportive role did you take during the initiative?
2. Could you have done more?
3. Did you see others in your group reach out to ensure all were helped during the activity?

---

## Module 5: Relevant Leadership II Initiative (may be substituted from the bank of Ideas for Youth Leadership II pages 126-141)

### Stepping Stones (I/O)

### Learning Outcomes:
IBC: Citizenship, Creativity, Caring, Competence  
CS: Innovation, Decision Making, Critical Thinking
**Description:**
To navigate, as a team, through a symbolic landscape using improvised strategies. Trial, error, and triumph will help participants develop trust in their teammates and in themselves. A large flat area (field or gymnasium) and a group of participants (eight or more) is required. You will need to decide on a distance you want the group to travel and you will need to indicate where the start and finish lines are. The following is a possible scenario: Give each person a block of wood. Tell them that their block of wood represents their lifestyle resource. Bring the group to the start area. They are now in the “Land of Boredom.” Their goal is to travel through the imaginary acid swamp to “Lifestyle Paradise.” Everyone must make it across. The only object that may touch the acid swamp is their resource block. In order for a resource block to work properly, it must remain in contact with a human being. If it loses contact, the leader/teacher brings the block back to the beginning.

**Variation 1:** Ask the group if there are any questions. If there are none, ask for one or two volunteers and take their resource block away from them. Explain that, in real life, not everyone has the same amount of lifestyle resources—that’s just the way it is!

**Variation 2:** When using the blocks to cross the expanse be prepared to take one away if it seems a member has left it, abandoned, unutilized. Explain to the group, if you don’t take advantage of what you have or take for granted what you have it’s really easy to lose it.

**Instructor Cues:**
Arrange the group in a circle and ask each person to think of a barrier (person, place, or thing) that prevents them from engaging in a healthy lifestyle. Ask each person to share what their barrier is with the group and then ask each person to think of something that may help them to work around their barrier (i.e., their lifestyle resource). Have each group member share their lifestyle resource with the group:
- What did you need to do in order to succeed?
- When you arrived in the “Lifestyle Paradise,” how did you treat those left behind?
- Are there similarities between the way you dealt with stress/frustration here and in your everyday life?
- How long did it take you to support each other (physically & verbally)? Why?

**Discussion Questions:**
1. Do you think the group supported one another as best as they could?
2. Do you think there is another “way” to reach the end?
3. What role did you play in advancing the group toward the solution?
4. Were you active in assisting the group to arrive at a decision?

**Equipment:**
- 1 to 2 foot long pieces of wood, various thicknesses (one for each participant)

**Safety:** Spot for balance will be an issue. No throwing the wood at one another to move the line along.
Module 6: Community Assignment

Youth may choose to do one of the following:

1. Youth will put together a song and dance show (include folk songs and dances) to perform at a Senior Citizens Centre.
2. Youth contact an artist in the field of their talent and meet with them for advice and potential mentorship.
3. The Youth create a marketplace by making arts/crafts to sell. Performances by the Youth can also take place during the marketplace. The Youth are responsible for all of the logistics to create the event (selecting the space in the community, planning the arts and crafts, getting permission from officials to hold such an event, etc.)
10. CURRICULUM TRACK 7: CITIZENSHIP

**Focus:** Develops and applies Life Skills that enhance positive behaviour formation and change to help advance life in Belize at the local, community, national and international levels

**Knowledge Outcomes:**
- Youth will understand how to live ethically through self reflection and the ability to communicate with others
- Youth will demonstrate the development of an ethical filter to indicate appropriate decision making processes and behaviours
- Youth will understand the individual rights and responsibilities of being Belize citizens

**Skill Outcomes:**
- Cognitive (good reasoning, problem-solving, and planning skills)
- The ability to think abstractly, reflectively, and flexibly
- Demonstrating a recognition that actions or inactions affects not only one’s self but the lives of others in one’s circle of friends, family, peers, and community
- Demonstrate the ability and motivation to learn in school and in other settings; to gain the basic knowledge needed to succeed in school and community

**Attitudes and Values:**
- School competence, Community competence, appropriate ethical benchmarks, responsibility, ownership of one’s actions, realizing and accepting consequences
**Unit: Scholarly Development**
The acquisition of skills, attitudes, and knowledge that enable youth to recognize the value of lifelong learning will support them to experience personal success and increase life satisfaction. They will need to identify attitudes and behaviours (responsibility, dependability, productivity and initiative) that lead to successful learning. They will also need to develop and regularly employ skills to support their scholastic success, which will allow them to meet their short and long-term life goals. Youth will need to understand the relationship between learning and work and how scholastic success can enhance career and vocational opportunities.

**Energizers:**
1. Four Up - Resource Guide Pages 273-274
2. Who’s the Leader - Resource Guide Pages 273-274

**Module 1: Age Band: 11 to 13 years old**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop improved organizational and study strategies/skills by analyzing the different ways individuals learn; e.g. determine learning styles, personal learning style</td>
<td>Time management Learning style Study habits - skills</td>
<td>Time Management and Study Skills <a href="http://clusterfic.epn.edu.ec/ibernal/complemento/TimeManagement/TMActivity.htm">http://clusterfic.epn.edu.ec/ibernal/complemento/TimeManagement/TMActivity.htm</a> Effective communication Learning styles Responsibility log Approaches to cooperative learning Study skills and note taking and Study skills for Academic writing – Learning Center <a href="http://www.lc.unsw.edu.au/onlib/pdf/notetake.pdf">http://www.lc.unsw.edu.au/onlib/pdf/notetake.pdf</a></td>
<td>T - Use activities provided in the worksheets for time management. Begin by asking class to write down ways they waste time and proceed using the Catholic curriculum lesson. AL - Think Pair Share (Resource Guide Page 273-274); in pairs have the students identify solid study habits they try to follow. Then have the students share these study habits with the other pair. Then have the pair select the best approach that can be recorded on chart paper. Create a focus paper on the charts of best student practices.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Topic</td>
<td>Resources</td>
<td>Teaching Strategies (T) and Assessment for learning (AL)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Revise short and long term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community</td>
<td>Goal setting</td>
<td><a href="http://www.testtakingtips.com/test/genpost.htm">http://www.testtakingtips.com/test/genpost.htm</a></td>
<td><strong>T</strong> - Before class write a number of youth goals on small strips of paper or cards. The goals should be short and long term goals (but some should be attainable and other unattainable). <strong>AL</strong> - Ask each youth to take a goal and working independently and write down and respond to: 1. Is the goal a short term or long term goal? 2. What could the youth do to prepare him/herself to attain the goal? 3. Is the goal attainable (after how much time?) <strong>T</strong> - As the instructor, you will have to have decided in advance which goals are short/long term and which are attainable/unattainable. Ask youth, after completing the activity, to mingle around the classroom and share her/his ideas related to the goal. <strong>AL</strong> - Have youth return to seats and ask all youth with short term goals to read these aloud (tell them they’ll get one point for the short term goal side if they got it right) and then compare those with long term goals (which do not have to be read aloud – unless there is time). See which “team” most consistently identified the goal as short and long term.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organizational strategies</td>
<td></td>
</tr>
</tbody>
</table>
### Module 1: Age Band: 11 to 13 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>T - Now it’s time to have youth read some information so that they can complete their own goals related to scholastic achievement. Use the worksheets as support to do this.</td>
</tr>
</tbody>
</table>

### Module 2: Age band: 14 to 15 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine, develop and apply time management strategies/skills to a variety of learning opportunities to establish personal balance; e.g., family, school, leisure, volunteer activities</td>
<td>Time management Learning style Study habits - skills</td>
<td>Time management Study Skills</td>
<td>T - Youth in partners complete a KWL (Resource Guide Page 273-274) of study skills. What do they know already? They need to create a lengthy list of study skills they are familiar with. What do they want to know? (What areas have they been unsuccessful in and where do they need strategies to improve?) and after they complete some of the handouts for this outcome, they should be able to complete and answer What do they now know? (What did they learn?)&lt;br&gt;&lt;br&gt;AL - Ask youth to complete some of the handouts to support their learning about study skills (surveys and tips for success)&lt;br&gt;&lt;br&gt;T - Ask youth to explain what challenges they experience when trying to meet their goals and manage their time? (e.g., family responsibilities, school challenges, leisure activities, volunteer</td>
</tr>
</tbody>
</table>
### Module 2: Age band: 14 to 15 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise short and long term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community</td>
<td>Goals (and priorities) and developing a Learning plan</td>
<td>Resource Guide Pages 75 - 82</td>
<td>AL - Youth write out their short and long term goals after a lesson and presentation from youth in the older age band. Complete handout related to long term goal setting (related to selecting the right path to a career). T - Instructor may wish to use the ideas provided in the lesson plan attached in “Goal setting: My short and long term goals” T - Youth complete quick survey about their attitudes. They complete a chart that allows them to identify their behaviours that are stopping them from reaching goals and then how they can modify their behaviour to be more successful.</td>
</tr>
<tr>
<td>Identify components of ethical decision making and apply these concepts to personal decision making</td>
<td>Ethical decision making</td>
<td>Resource Guide Pages 83 - 86</td>
<td>T - Use the information in “Freedom and responsibility” to teach on this topic. Begin by asking youth to describe examples of responsible behaviour at home, school, and community. What is irresponsible behaviour? How does it affect a community? In advance of class photocopy the three scenarios for youth to read</td>
</tr>
</tbody>
</table>
### Module 2: Age band: 14 to 15 years old

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
</table>

and answer questions about. Divide the class into three groups and give story (scenario) 1 to one group to read and discuss, group 2 receives story 2, group 3 receives story 3. One member of each small group reads the story aloud, another member of the group asks the questions, and another member records the answers. After group 1 reads and discusses story 1 they move to the next table and read story 2 and follow the same procedure. Group 2 will read story 3 and group 3 will read story 1. If time allows, have the groups rotate one more time so that all groups are able to read all scenarios. Groups will always answer these three questions: Who is responsible to whom and why? How should the individuals act in order to behave responsibly?

AL - End the class by pulling the class together to discuss: When do we have a right to be responsible to ourselves? Alternatively, instructor may wish to follow the lesson plan suggested on “Freedom and responsibility.”

T - In order to have youth think more deeply about responsible and also ethical behaviour, youth should complete the activity described in “The way I see it”
### Module 3: Age band: 16 years plus

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand that all citizens of Belize have rights and responsibilities.</td>
<td>Constitutional rights and responsibilities</td>
<td>Part II of the Belize Constitution (<a href="http://www.belizelaw.org">www.belizelaw.org</a>) that lists the Fundamental Rights that are protected under the Constitution.</td>
<td>Students should be told that rights are freedoms that are protected, such as the right to free speech and religion. They should also learn that responsibilities are our duties or things we should do, such as being kind to people, obeying laws or doing homework. Some things such as voting can be both rights and responsibilities.</td>
</tr>
<tr>
<td>Personal responsibilities are those responsibilities that individuals have in relation to themselves,</td>
<td>Personal responsibilities of citizens</td>
<td></td>
<td>T - Students will explore Part II of the Belize Constitution (<a href="http://www.belizelaw.org">www.belizelaw.org</a>) that lists the Fundamental Rights that are protected under the Constitution. These are Protection of right to life, personal liberty, law, inhuman treatment, slavery and forced labor, arbitrary search and entry, freedom of movement, freedom of conscience, expression, assembly and association, right of privacy, right to work, from discrimination on the grounds of race, and from deprivation of property.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AL - Teachers can develop awareness of students’ understanding of the importance of maintaining access to these rights in a democracy through whole group discussion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Personal responsibilities are those responsibilities that individuals have in relation to themselves, their families and friends and neighbors.</td>
</tr>
</tbody>
</table>
Module 3: Age band: 16 years plus

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>their families and friends and neighbours.</td>
<td></td>
<td></td>
<td>T - Ask students to identify some of these responsibilities, such as to be helpful, respectful, kind, pleasant, etc. AL - Discuss with students where these responsibilities come from, and how they know what is expected of them.</td>
</tr>
<tr>
<td>Students should also learn that as citizens they have a civic responsibility to:</td>
<td></td>
<td></td>
<td>Students should also learn that as citizens they have a civic responsibility to:</td>
</tr>
<tr>
<td>a) Obey the laws of the county</td>
<td></td>
<td></td>
<td>g) Obey the laws of the county</td>
</tr>
<tr>
<td>b) Respect the rights of others</td>
<td></td>
<td></td>
<td>h) Respect the rights of others</td>
</tr>
<tr>
<td>c) Be aware of the actions of political leaders and government and determine if they are following the Constitution</td>
<td></td>
<td></td>
<td>i) Be aware of the actions of political leaders and government and determine if they are following the Constitution</td>
</tr>
<tr>
<td>d) Vote in each election for candidates we believe have the most to offer our communities and country</td>
<td></td>
<td></td>
<td>j) Vote in each election for candidates we believe have the most to offer our communities and country</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>k) Volunteer and participate in our community to help others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>l) Pay taxes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>T - Jot these six responsibilities on the board and assist students in understanding what each of these means with examples. Using their awareness of the above civic responsibilities and their rights under the Belize Constitution, consider the following scenario:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Your government has announced that it has decided to build a big highway directly through</td>
</tr>
</tbody>
</table>
### Module 3: Age band: 16 years plus

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>e) Volunteer and participate in our community to help others</td>
<td></td>
<td></td>
<td>your neighborhood and has not consulted with or informed the members of this neighborhood of this action. This will mean that houses of many elderly and poor people will be destroyed.</td>
</tr>
<tr>
<td>f) Pay taxes</td>
<td></td>
<td></td>
<td>1) What action could/should you take as a member of this neighborhood to respond to this?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2) How is your action supported by your Constitutional Rights?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3) How does your action show you are acting in ways that show your personal responsibility to friends, family and neighbors?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4) Which of your six civic responsibilities are being used in your actions? Are they sometimes in conflict with one another?</td>
</tr>
<tr>
<td>Revise short and long term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community</td>
<td>Revising scholastic goals</td>
<td>Study skills for students <a href="http://www.educationcorner.com/study-skills.html">http://www.educationcorner.com/study-skills.html</a></td>
<td>AL - Ensure students understand the ways to answer these questions by having them write a reflective response. Examine it for accurate responses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AL - T-Chart (St. Francis Xavier University): Have youth construct a T-Chart that will form a history of their goal setting and accomplishment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOALS: My Track Record</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>Done / on-going / abandoned / failed</td>
<td></td>
</tr>
</tbody>
</table>
## Module 3: Age band: 16 years plus

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use decision making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices</td>
<td>Responsibility vs. freedom</td>
<td>Resource Guide Pages 87 - 90</td>
<td>AL - What allowed you to be successful? Why is the goal still on-going? Why did you abandon the goal? Why was the goal a failed attempt and is it worth revisiting and resetting? T - Print copies from the attached website for youth to Jigsaw (Resource Guide Page 273-274) information they learn about study skills and exam preparation. This allows them to be the experts and share with their classmates.</td>
</tr>
<tr>
<td>Recognize the power of youth teaching youth and working together to share ideas about the importance of setting</td>
<td>Peer Mentorship</td>
<td>Older youth use materials from their own learning and recording of their short and long-term goals. Provide handouts for youth to complete related to academic short and long-term goals.</td>
<td>T - Students complete Cool Group exercise from page 87 of the Resource Guide. They then form groups of three and discuss their answers. T - Students stay in their groups of three and complete as groups, the Weigh the Risks worksheet on pages 88 and 89 of the Resource Guide. AL - The groups then convene in full session to discuss and debate answers. T - Peer teaching to youth about the importance of setting goals. Older youth could identify their short and long term goals and how they manage to address these goals (daily, weekly, monthly,</td>
</tr>
</tbody>
</table>
**Module 3: Age band: 16 years plus**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Topic</th>
<th>Resources</th>
<th>Teaching Strategies (T) and Assessment for learning (AL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>realistic short and long-term goals</td>
<td><em>Perhaps youth can design a game related to goals (with questions that are right and wrong related to meeting a big long-term goal)</em></td>
<td>and yearly) by providing tips for success. Younger youth to complete their own goals. Older youth share their “goal game” with youth to play in class.</td>
<td></td>
</tr>
</tbody>
</table>

**Module 4: Relevant Leadership I Initiative (may be substituted from the bank of Ideas for Youth Leadership I pages 115-125)**

**Community Jump Rope (O)**

**Learning Outcomes:**
- IBC: Competence, Citizenship, Connection
- CS: Innovation, Problem Solving, Cooperation, Decision Making

**Description:**
This activity begins the concept of working together as a group to accomplish a single goal and understanding the roles and responsibilities of all group members in such activities. Participants must work together to get all members of the group jumping through a long skipping rope without touching the rope. The entire group must get from one side of a long skipping rope to the other without anyone touching the rope. The rope will be turned by the instructors so that the group will be working together as a whole. There must be someone in the rope at all times and each participant must jump over the rope at least twice.

**Variation:** The difficulty of this challenge can be increased in a variety of ways for a group that is quick to succeed. Require participants to jump through holding a partner’s hand, participants can go through in small groups, have participants enter from opposite sides at the same time and participants can also pass a small object back and forth while jumping. You might even want to blind fold a couple of the lead jumpers?

**Instructor Cues:** The rope could be tied to an object at one end and turned by the facilitator if there is not someone to help. Set goals with the group: 2 clean jumps by the entire group, 3 clean jumps, and so on…. Build in planning and strategy sessions to help the coordinate their performance. Encourage discussion before the group begins, this will help those who are not comfortable just jumping into the rope. Remind participants that the process of working to decide how they should accomplish their goal is the important part of the activity. Here are some “General Guidelines:”
- All members of the group must pass through the rope while it is spinning.
- Participants must jump the rope at least twice before going out the other side—if this is the goal.
- There must be at least one person in the rope at all times once the group has begun the challenge.

**Safety:** When swinging the rope, make sure it clears the heads and faces of the youth. Develop a start command so all know you are about to begin moving the rope: “Jumpers ready?” Ready “Swinging rope!” Swing away.

**Equipment:**
- long jump rope (at least 9 meters long): 1m per 2 people
- If anyone touches the rope the entire group must go back to the beginning and start again.

**Discussion Questions:**
1. How did the group do in listening to all the strategies in completing the CJR?
2. Did you offer any viable ideas? Were you heard?
3. What did you do to contribute to the solution?
4. Do you think the group can improve its team performance?
5. What did you discover about leadership in this activity? Followership?

---

**Module 5: Relevant Leadership II Initiative (may be substituted from the bank of Ideas for Youth Leadership II pages 126-141)**

**Stepping Stones (I/O)**

**Learning Outcomes:**
IBC: Citizenship, Creativity, Caring, Competence  
CS: Innovation, Decision Making, Critical Thinking

**Description:**
To navigate, as a team, through a symbolic landscape using improvised strategies. Trial, error, and triumph will help participants develop trust in their teammates and in themselves. A large flat area (field or gymnasium) and a group of participants (eight or more) is required. You will need to decide on a distance you want the group to travel and you will need to indicate where the start and finish lines are. The following is a possible scenario: Give each person a block of wood. Tell them that their block of wood represents their lifestyle resource. Bring the group to the start area. They are now in the “Land of Boredom.” Their goal is to travel through the imaginary acid swamp to “Lifestyle Paradise.” Everyone must make it across. The only object that may touch the acid swamp is their resource block. In order for a resource block to work properly, it must remain in contact with a human being. If it loses contact, the leader / teacher brings the block back to the beginning.

**Variation 1:** Ask the group if there are any questions. If there are none, ask for one or two volunteers and take their resource block away from them. Explain that, in real life, not everyone has the same amount of lifestyle resources—that’s just the way it is!

**Equipment:**
- 1 to 2 foot long pieces of wood, various thicknesses (one for each participant)

**Safety:** Spot for balance will be an issue. No throwing the wood at one another to move the line along.
**Variation 2:** When using the blocks to cross the expanse be prepared to take one away if it seems a member has left it, abandoned, unutilized. Explain to the group, if you don’t take advantage of what you have or take for granted what you have it’s really easy to lose it.

**Instructor Cues:**
Arrange the group in a circle and ask each person to think of a barrier (person, place, or thing) that prevents them from engaging in a healthy lifestyle. Ask each person to share what their barrier is with the group and then ask each person to think of something that may help them to work around their barrier (i.e., their lifestyle resource). Have each group member share their lifestyle resource with the group:
- What did you need to do in order to succeed?
- When you arrived in the “Lifestyle Paradise,” how did you treat those left behind?
- Are there similarities between the way you dealt with stress/frustration here and in your everyday life?
- How long did it take you to support each other (physically & verbally)? Why?

**Discussion Questions**
1. Do you think the group supported one another as best as they could?
2. Do you think there is another “way” to reach the end?
3. What role did you play in advancing the group toward the solution?
4. Were you active in assisting the group to arrive at a decision?

**Module 6: Community Assignment**
Youth may choose from one of the following activities:
1. Learn a few words of Garifuna or Mayan and play a game with classmates. The purpose of this is to better understand the culture and languages that exist within Belize.
2. Learn as many words in Greole, Garifuna or Mayan and create a word search for primary school students with the ethnic words as well as the English translations. The purpose of this is to better understand the culture and languages that exist within Belize.
3. Interview the oldest person (60 years and older) about life in Belize when they were teenagers to better understand and appreciate the history of the country.
4. Interview an elderly person from a Belizean ethnic group different from their own (suggestion: they could interview a classmate’s grandparent) to better understand the history of a differently culture within Belize.
5. Class Trip: Travel to a rural area of Belize and interview a group of elderly persons (e.g., from Garifuna or Mayan community) to better understand the history and culture of the country.
11. YOUTH LEADERSHIP: A BANK OF IDEAS

This reference guide is called a *Bank* because it should be thought of as a place to store the initiatives that are appropriate for the youth in your school. The PYDCE can add or withdraw activities as needed. This is the beginning of a personalized, customizable document that continually evolves with the needs of your youth and community. As instructors and curriculum leaders come across new initiatives they can always add to the existing *Bank*.

11.1 Youth Leadership I

<table>
<thead>
<tr>
<th>Who Needs a Drink of Water? (O)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes:</strong></td>
</tr>
<tr>
<td>IBC: Connection, Citizenship, Creativity</td>
</tr>
<tr>
<td>CS: Problem Solving, Cooperation</td>
</tr>
</tbody>
</table>

**Description:**
Think of this activity as “group service!” Working as a cohesive team, the group will strive to reach a common goal—transporting drinking water. Prior to the activity, fill 10-12 cups with water about 3/4 full and place five at one end of the room (or outside area) on the ground and five at the other end. The cups should be at least 20 feet apart from each other if possible. Gather the group together in the middle of an open space with a cafeteria-type tray placed on the ground and give them the following challenge: “You must retrieve all 10-12 cups of water and place them on the tray without spilling any water.” The following are the conditions:

- You may only get one cup from one end of the designated space at a time.
- Before getting a second cup from that side of the space, the group must travel to the other side of the space with the tray and retrieve a cup from that side.
- When all ten cups of water are on the tray, the group must place it on the ground in the center of the field.
- By the way, each person can only use one foot and one hand for the entire duration of this activity.
- If any water spills you must start over.

**Equipment:**
- 10-12 cups different sizes, filled 1/2 to 3/4 to full of water,
- cafeteria-type tray
- start marker
- end marker

**Safety:**
- spot the group as they move in the outdoor space, assist to prevent tripping.
- assess the area for ground obstructions, holes, broken glass

**Instructor Cues:**
Most participants will try to hop with the tray at first but this spills water. The best way to accomplish the task is to pass the try down a line and for the person at the end to hop to the front of the line so that the chain can continue all the way to the end of the line. This initiative requires participants to demonstrate patience and commitment.

<table>
<thead>
<tr>
<th>Chicken Tag (O / I)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes:</strong></td>
</tr>
<tr>
<td>IBC: Citizenship, Caring, Character</td>
</tr>
<tr>
<td>CS: Communication, Decision Making</td>
</tr>
</tbody>
</table>

**Description:**
This is a variation on the traditional game of “Tag.” Ask the participants if they know what a chicken is. Ask if they know what chickens do. Explain that chickens are animals that work together to create structure within their group and tell the participants they will

**Equipment:**
- rubber chicken
- defined boundary markers
be playing a game using a rubber chicken. Every group subjects itself to a pecking order.

One participant will be the “chaser” and all the others will be the “chased.” The “chaser” will chase the other participants. In order to be safe, participants need to be holding the rubber chicken, which will be thrown and caught by participants. If the “chaser” catches a participant that participant must squat down and place their hands above their head (forming the shape of a roof or triangle). They must yell out “Help, Help!!” to the other participants who are not captured for help to free them. Two other participants must join hands over top of the captured participant and circle around them three times to free them. After the third time around, everyone can run freely. The game continues until everyone has been captured or the motivation and interest level of the group starts to decline.

Safety:
Scan the play area and remove any obstacles or dangerous objects prior to commencing the activity.

Instructor Cues: The following are specific discussion questions for this initiative.
- How many people asked for help?
- How many people threw the chicken to someone without them asking for help?
- How many people didn’t ask for help?
- Is it hard to ask for help?
- What is it like to receive help that you didn’t ask for?
- Why would someone try to help you if you didn’t ask for it?
- Should you ever force help on someone?

Variation 1 Heel/Toe: It is possible to do this game indoors. Participants cannot run, but must instead walk by touching their feet heel to toe with each step.

Variation 2 Zombie: When participants are tagged they continue to play as ‘Zombies’ who lurch around on their knees. If a ‘Zombie’ tags someone they return to full human status and continue playing on their feet.

8 the 8 (I/O)

Learning Outcomes:
IBC: Confidence, Competence, Connection
CS: Critical Thinking, Problem Solving

Description:
Show the participants how to tie a figure-eight knot in a piece of rope—you can leave this on the floor for them to refer to as a model. Space the youth out evenly along the rope. Without letting go of the rope they need to tie the figure of eight knot into the rope. Remind them they can’t let go while they are tying.

Equipment:
- One long piece of thick rope 1” and approximately 2’ per person
- One short piece of rope ties in a figure of 8

Safety Cue:
Instructor must pay careful attention to ensure participants do not let the rope tangle around their neck.

Instructor Cues: When the youth are hanging on to their section of the rope, remind them of their grip and ask each person what they bring to the group as an example of commitment—actual examples from their life that shows they are and can commit. If the group thinks they have the knot, give them permission to let go and pull the rope to see if the knot materializes; if not, start again. If a youth lets go, have the group start again—don’t give any leeway with this condition.

Variation 1 Untie the Knots: Pre-tie several knots in the rope; one for each participant if the group is high functioning. Leave at least 3-4ft between each knot. Lay the prepared rope on the ground in a straight line and instruct the participants to space themselves out evenly and stand along the rope at least an arm’s length away from each other. There should be a knot in between each participant. Ask participants to reach down with their dominant hand and grab the rope. Tell the participants that hand is now glued to the rope and cannot let go until every single knot in the rope is untied.
**Variation 2 Untie the Knot**: Same as above if the group is performing well, but only pre-tie one or a few knots into the length of rope

---

### Inside Outside (I)

**Learning Outcomes:**
- IBC: Competence, Connection
- CS: Cooperation, Communication

**Description:**
Have the youth break up into groups of approximately 10 (think about keeping your existing base groups [see below in the PYDC Modules Section for setting up base groups]). Using a piece of webbing or rope, tie the two ends together to form a circle. The object of the activity is to have the participants hold on to the webbing with both hands and quickly pass the rope around the circle keeping their hands on the rope. Start the knot at one person and the time ends when the knot is back to that person. Once the team has passed the rope around the entire circle, the whole group sits down and yells out “Belize.”

**Equipment:**
- 50 feet of nylon webbing

**Instructor Cues:** Watch the hands to ensure they never leave the webbing. Give the group time to share ideas to increase their speed. Yes, this can be a competitive activity—always fun—but this is about finding solutions to work together more efficiently.

**Variation:** Complete the activity again, having the teams lay down on their backs with their feet in the air. They must then try to achieve the same goal using only their feet. Once they complete the task, the whole group needs to stand up and yell out.

---

### Clothespin Tag (O / I)

**Learning Outcomes:**
- IBC: Character, Connection, Citizenship
- CS: Cooperation

**Description:**
In the first round, on “Go” participants try to steal clothespins from other players and clip them onto their clothing. The goal is to have as many clothespins as possible when the round ends. (You cannot hold clothespins in your hand or hide them in your pockets. They must be visibly attached to your clothing at all times.)

**Equipment:**
- three to four clothespins to start

**Instructor Cues:** Remind youth to only pin on APPROPRIATE PLACES! In the variation, remind youth to only pin on themselves in APPROPRIATE PLACES.

**Variation:** In the second round. If you choose to extend the initiative, youth are instructed to “give” their clothespins away by clipping them on to other players’ clothing. Now participants are striving to have the smallest number of clothespins when the round ends. The lesson here is that it’s not always about getting, but often about giving to others!

---

### Move Your Butt (I/O)

**Learning Outcomes:**
- IBC: Confidence, Character, Connection
- CS: Communication, Decision Making

**Description:**

**Equipment:**
Have the group gather in a circle. An instructor can start the activity by announcing, “Have you ever...?” All participants who hear something that they have done before must get up and move to another spot in the circle. Allow a participant to make the next call out. To get to know more about the participants, you may choose a follow-up question for those who answered “yes.” Try to keep the questions closed-ended so that the responses can be short and you can keep the game moving. Also, ensure that the questions are appropriate and respectful based on the Community Standard Agreement.

**Variation Temperature Line:** Have all participants arrange themselves in a line over a designated area approximately 50 feet long. Tell them that this line is a “giant rating scale,” one side is +10, the middle of the line is Zero, and the other end of the line is -10. Ask the youth opinion questions that will help others get to know them better. “Are you a morning person or a night person?” “Do you prefer X or Y?” Participants just walk back & forth along the line until they are staying in a spot that reflects their opinion.

### Snow Storm (I)

**Learning Outcomes:**
IBC: Caring, Citizenship, Connection  
CS: Problem Solving, Innovation

**Description:**
Give all participants a sheet of paper and have them write three fun facts about themselves. When they finish writing, have them crumple their paper into a ball. On “Go” everyone starts throwing the crumpled papers around the playing area. When they find a new one on the ground, they throw it and continue throwing papers around until the instructor says “Stop.” Everyone must then find a paper ball, open it, and try to find the person who wrote the facts.

**Instructor Cues:** give the youth time to strategize.

**Variation:** Turn snowball into an initiative. Split the group in half and the designated space in half: each half of the space occupied by half the youth. On your “go” have each half try to keep their snowballs on the “other side.”

### Entourage (I/O)

**Learning Outcomes:**
IBC: Character, Connection, Citizenship  
CS: Cooperation, Communication

**Description:**
Participants mill about the play area and choose another participant to play Rock, Paper Scissors (RPS) with. The “Winner” continues to move about the designated play area, looking for new challengers. The Loser must follow behind the “Winner,” forming a human train and cheer the “Winner” on in their next RPS match – becoming a member of the “Winner’s Entourage.” The “Winner” of each subsequent match absorbs every member of the “Loser's entourage,” until there is one final match with 1/2 of the participants cheering for one person, and 1/2 of the participants cheering on another person. The game ends with everyone cheering for everyone else.

**Instructor Cues:** Help the group make connections between winning and building support, the instructor should note there is an intense build up of energy in doing this activity—the support wave!
### The Human Ladder (I/O)

**Learning Outcomes:**
- IBC: Confidence, Competence
- CS: Critical Thinking, Decision Making

**Description:**
Arrange the group in a circle. Explain that this game is an advanced version of “rock, paper, scissors” (RPS). There are five stages of “the ladder”: Amoeba, fish, frog, ape and the dignified human.

- **Amoeba**: move around with their hands out in front, fingers waving saying me me me sounds.
- **Fish**: move around, hands together like a tail fin, mouth puckered like a cat fish.
- **Frogs**: jump around hopping like a giant bull frog making a ribit sounds.
- **Apes**: jump around grunting and scratching their armpits.
- **Humans**: walk around looking cool.

Once the game begins, there is no regular talking. The only way to communicate is to act like whatever stage on ladder you are at: Amoeba, fish, ape, or human. It is important that the leader demonstrate each of these stages. Everyone starts off as an Amoeba. When two Amoebas bump into each other (lightly!) they play RPS. The winner climbs the ladder and becomes a frog, the loser stays an Amoeba. The frog looks for another frog to bump into, the Amoeba looks for another Amoeba, and so on.

**Instructor Cues:** Be silly first—show the group that it’s OK! Amoebas can only play rock paper scissors with Amoebas, frogs only with frogs, etc. One “wins” by climbing the ladder until they are finally a human. No matter what your level on the ladder, the loser will always go back to being an Amoeba. Humans have the option of not playing rock paper scissors, but if they choose to, and lose, they go back to being an egg! But don’t tell them this, see if they are willing to risk when they think they reach the end. Play continues until everyone is a human, or until the group gets bored.

**Possible Discussion Points:**
- Did any of you make it to the final level? (Human)
- Did any of those people risk returning to the Amoeba level?

---

### Animal Shoot Out (O)

**Learning Outcomes:**
- IBC: Confidence, Caring, Connection
- CS: Communication, Innovation

**Description:**
Split the group into pairs. Instruct each pair to quietly (to themselves) decide on an animal that will represent their team. Emphasize the importance of whispering to themselves. Give a blindfold to every participant. Split up the pairs, sending one person to one side of a large open field and the other person to the other side. When the partners are as far away from each other as possible, instruct them to put on their blindfolds. Now tell them to find each other, but there is absolutely no talking. The only way the participants can find their partners is by making their team animal noise. When a pair finds each other they can remove their blindfolds and watch the fun.

**Instructor Cues:** Alternatively, have them learn one new piece of information about their partner. This allows everyone to get to know each other not only by name. They should be prepared to share their new information in the large group.

**Equipment:**
- blindfolds or scarfs
**Variation:** Use compound words or related wording, versus animal sounds. Peanut—Butter / Bread—Sticks / Hot—Cold / Up—Down

**Safety:** As the group moves blinded across the open space remind them to have their bumbers up—hands out in front. Remind the group, slow walking heel-toe only! Lookout for any strays and orientate them back into the play area. Check to make sure the designated space is obstacle free.

---

**Take What You Need (I)**

**Learning Outcomes:**
- IBC: Confidence, Citizenship, Connection
- CS: Decision Making, Communication

**Description:** Pass around a roll of toilet paper giving only the instruction, “Everyone should take as much as they think they need.” After every person has taken the amount of toilet paper they think they need, the game begins. For every sheet of toilet paper, the person must relate one fact about themselves (e.g., “I have a sister named Sue” “I have a part-time job.”).

**Instructor Cues:** this is an opportunity for the instructor to see who is an extravert and introvert. These qualities need to be explained as a baseline in understanding group dynamics and how individuals prefer to function in social settings.

**Equipment:**
- toilet paper

**Treasure (I/O)**

**Learning Outcomes:**
- IBC: Competence, Confidence, Character
- CS: Innovation, Cooperation, Problem Solving

**Description:** Split the group into two teams. Have each team line up shoulder-to-shoulder. Each team line should be facing the other team line, so that every person is standing across the play area from someone on the opposite team. Separate the lines so that there is about 9 metres of playing area in between the teams and place a hacky sac (a.k.a. the “treasure”) in the centre of the playing area. Have both teams number off. (It works best if there is an even number of players on each team—pull out one as a spotter!) The leader calls out a number, and the corresponding person on each team runs into the playing area and tries to grab the “treasure.” The goal is to reach the treasure from the centre of the playing area first and make it back across your team line without getting tagged. This earns your team a point. If you pick up the treasure and get tagged by the other person, their team gets the point. You can only get tagged if you are holding the treasure. You must carry the treasure past your team line—no throwing the treasure!

**Instructor Cues:** Avoid a paring dominating one location right in front of the treasure; move it around the play area.

**Safety:** This is a running game make sure to remind the group to keep their heads up, no tackling when approaching.
Variation:
Call out more than one number at a time. Youth can pass to their own teammates to avoid getting tagged.

**Speedball (Circle Toss Name Game) (O / I)**

**Learning Outcomes:**
IBC: Competence, Connection, Creativity
CS: Problem Solving, Innovation, Communication

**Description:**
All participants stand in a circle. The leader says a participant's name, makes eye contact with them to ensure they are ready, then tosses the hacky sac or ball to them. Repeat this process until everyone has held the hacky sac or ball. Now do it again, in the same order, but faster. If anyone drops the hacky sack or ball the group must start over. After every round, ask the group if there is a way to do this faster.

**Equipment:**
- hacky sac, stuffed animal, or a small ball

**Variation:**
Allow the group to set their own order—they only have to keep the order of names in the sequence. Cant go to my immediate left or immediate right, must go across from me to set the pattern. Once the order is set and they had a successful round, no drops, encourage them to go faster, time the efforts. Dropped items can result in penalties or restarts.

**Instructor Cues:**
Allow time between tries for the group to develop and implement new strategies. Time them with a stopwatch for motivation. Keep going until they realize they must change places in order to be faster.

**Safety:**
Avoid hard throw-ables

**Go For The Gold (O / I) – for a large group**

**Learning Outcomes:**
IBC: Competence, Character, Confidence, Citizenship
CS: Innovation, Critical Thinking, Communication

**Description:**
Split the group into four teams. Arrange the teams in four lines. Each line is aligned with a cardinal direction (north, south, east, and west) facing inward (like a compass rose) around a hula hoop placed on the ground. The hula hoop is filled with rocks (or ping pong balls) painted gold. When the leader yells, “Go for the gold,” the person at the back end of each line (farthest from the gold) must run in a circle around all the other lines, return to their own line, where they now crawl on their hands and knees through the legs of the people in their line until they reach the centre hula hoop and grab a piece of gold. Make sure there is lots of gold in the centre. Keep playing until all the gold is gone. The team with the largest amount of gold wins.

**Equipment:**
- hula hoop
- rocks (or ping pong balls) 3-4 pieces per participant

**Instructor Cues:**
Allow the groups time to strategize—you will be surprise with the possibilities in order to reach maximum efficiency. The instructor should note moments when genuine encouragement and support was offered.

**Safety:**
Remind the group to keep their heads up while running, and there is to be no diving through the legs of their team line.
**Hula Hoop Toss Race (O)**

**Learning Outcomes:**
IBC: Competence, Caring, Creativity  
CS: Problem Solving, Decision Making, Cooperation

<table>
<thead>
<tr>
<th>Description:</th>
<th>Equipment:</th>
</tr>
</thead>
</table>
| This can be done in pairs, or with one huge team against another. Start all teams/pairs behind the starting line. When the leader shouts “Go!” one person from each pair stays behind the line. The other runs as far away as they think their partner can realistically throw a hula-hoop; the runner should raise their hands over their head. The thrower tosses the hoop up in the air toward their partner, trying to land it around their partner. Then they switch roles, leapfrogging their way down the field to the finish line. Once a hula hoop has landed around a participant, they cannot run any farther. The only way to make distance is for the participant to lob the hula-hoop over their partner. If they miss, they must retrieve the hula-hoop and toss it from the same location. The first pair across the finish line wins. | -multiple hula hoops  
-starting line and ending line |

<table>
<thead>
<tr>
<th>Instructor Cues:</th>
<th>Safety:</th>
</tr>
</thead>
<tbody>
<tr>
<td>watch for measured throws, versus going for glory greed, listen for team encouragement and support. Observe strategies to ensure successful throws.</td>
<td>Remind the participants when they are receiving the hula-hoop to have their arms slightly in front of their heads to protect their faces.</td>
</tr>
</tbody>
</table>

**Bombs Away (O)**

**Learning Outcomes:**
IBC: Connection, Creativity, Confidence  
CS: Problem Solving, Communication, Innovation

<table>
<thead>
<tr>
<th>Description:</th>
<th>Equipment:</th>
</tr>
</thead>
</table>
| You will need a large field with a large rope rope dividing it into half. Split the group into two teams and position them on either side of the rope. On each side of the rope, there will be many hula-hoops on the ground (worth different amounts of points) at different distances away from the diving line. Each team has to divide itself up into pairs. Each pair gets a towel and a ball. Pairs must lob their ball over the line, landing it in one of the other team's hula hoops to score points. Pairs can only toss the ball using the towel. Pairs can only “block” using their towel. | -large rope (1” by 50”)  
-multiple hula hoops  
-multiple towels (one for every two people)  
-assorted playground balls |

<table>
<thead>
<tr>
<th>Variation:</th>
<th>Safety:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blind fold one partner in the pair or ½ the pairings—this makes for an interesting series of attempts. The variation is encouraged with high functioning or performing groups.</td>
<td>Scan the field for obstructions. Avoid using overly inflated or heavy type of balls (i.e. full size basketballs)</td>
</tr>
</tbody>
</table>

| Instructor Cue: | |
|---------------| |
| Instructor keeps score. It might be best to deflate the balls some to reduce excessive bouncing. | |

**Activity**

**The Key Guardian (I / O)**

**Learning Outcomes:**
IBC: Confidence, Character  
CS: Communication, Cooperation
<table>
<thead>
<tr>
<th><strong>Description:</strong></th>
<th></th>
<th><strong>Equipment:</strong></th>
</tr>
</thead>
</table>
| The whole group sits in a circle. Ask for a volunteer to sit in the middle of the circle with a blindfold on and a pool noodle in hand in front of a large set of keys. This person is the guardian of the keys. The leader silently points to a member of the group. That participant must creep up and take the keys without getting hit by the pool noodle. The guardian of the keys gets three “swings” of the pool noodle. The group leader must determine if someone has been hit or not. If hit, you must sit back down in the circle, and the leader chooses someone new to try to take the keys. Once the keys have been successfully in possession of the righteous ones, the ask for a new guardian. |  | - blindfold  
- old discarded keys  
- pool noodle |

**Instructor Cue:** raise the condition of the blindfold upfront; avoid setting up a volunteer that accepts only to decline because the blindfold makes them uncomfortable.  

**Making Connections (I)**

<table>
<thead>
<tr>
<th><strong>Learning Outcomes:</strong></th>
<th></th>
</tr>
</thead>
</table>
| IBC: Confidence, Citizenship, Caring, Connection  
CS: Communication, Cooperation |  |

<table>
<thead>
<tr>
<th><strong>Description:</strong></th>
<th></th>
<th><strong>Equipment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask participants to stand in a circle. Hold on to the end of the string and throw the ball/spool to one of the participants to catch. They then choose a question from 1-10 to answer. (A list of 10 sample questions is given below. Feel free to adapt these questions for your group.) Holding part of the string, they then throw the spool to another member of the group. Eventually this creates a web as participants learn some interesting things about each other!</td>
<td></td>
<td>- large spool of string or ball of wool</td>
</tr>
</tbody>
</table>

**Variations by Questions:**  
1. If you had a time machine that would work only once, what point in the future or in history would you visit?  
2. If you could go anywhere in the world, where would you go?  
3. If your house was burning down, what three objects would you try to save?  
4. If you could talk to any one person who is living today, who would it be and why?  
5. If you HAD to give up one of your senses (hearing, seeing, feeling, smelling, or tasting) which would it be and why?  
6. If you were an animal, what would you be and why?  
7. Do you have a pet? If not, what sort of pet would you like?  
8. Name a gift you will never forget.  
9. Name one thing you really like about yourself.  
10. What's your favourite thing to do in the summer? |  |  |

**Chuck the Chicken (O)**

<table>
<thead>
<tr>
<th><strong>Learning Outcomes:</strong></th>
<th></th>
</tr>
</thead>
</table>
| IBC: Caring, Citizenship  
CS: Problem Solving, Cooperation |  |

<table>
<thead>
<tr>
<th><strong>Description:</strong></th>
<th></th>
<th><strong>Equipment:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The group is divided into two even teams. Have two participants play “Rock, Paper, Scissors” to determine which team gets the chicken first. The team with the chicken begins by having one person on the team throw the chicken as far away from the opposing</td>
<td></td>
<td>- 1 rubber chicken</td>
</tr>
</tbody>
</table>
team as possible (within a designated playing area). The team who has just thrown the chicken then brings their group as close together as possible while the throwing teammate runs circles around the outside of their huddled teammates. Teams must count the number of laps the person has completed out loud. While this is happening, the opposing team must run to where the chicken landed and form a single file line. They then proceed to pass the chicken over heads and under legs down the line. (The first person passes the chicken over their head to the person behind them, and the next person passes through their legs to the person behind them, etc.) Once the chicken has been passed to the last person in line, that person then chucks the chicken.

**Variation:** Think about various ways laps can be performed—be creative (i.e. a traditional folk dance lapping the group).

**Instructor Cues:** The Chicken Chuckers must loudly announce, “CHUCK THE CHICKKKKKkkkENNNNnnn!” and throw it far away from the opposing team then the process repeats. Schedule rest and strategy sessions—this is an intense activity. The object of the game is to be the first team to get to a set number of circles (e.g., the first team to get to 100). Based on your group, you may want to set a target of 25 or 30 laps

**Variation:** The difficulty of this challenge can be increased in a variety of ways for a group that is quick to succeed. Require participants to jump through holding a partner’s hand, participants can go through in small groups, have participants enter from opposite sides at the same time and participants can also pass a small object back and forth while jumping. You might even want to blind fold a couple of the lead jumpers?

**Instructor Cues:** The rope could be tied to an object at one end and turned by the facilitator if there is not someone to help. Set goals with the group: 2 clean jumps by the entire group, 3 clean jumps, and so on…. Build in planning and strategy sessions to help the coordinate their performance. Encourage discussion before the group begins, this will help those who are not comfortable just jumping into the rope. Remind participants that the process of working to decide how they should accomplish their goal is the important part of the activity. Here are some “General Guidelines:”

- All members of the group must pass through the rope while it is spinning.

**Safety:** Scan the field for any obstructions or hazards. Remind youth that running should be heads up as they are running and running as a group—no pushing and shoving.

**Equipment:**
- long jump rope (at least 9 meters long): 1 m per 2 people

**Safety:** When swinging the rope, make sure it clears the heads and faces of the youth. Develop a start command so all know you are about to begin moving the rope: “Jumpers ready?” *Ready* “Swinging rope!” *Swing away*
- Participants must jump the rope at least twice before going out the other side—if this is the goal.
- There must be at least one person in the rope at all times once the group has begun the challenge.
- If anyone touches the rope the entire group must go back to the beginning and start again.

<table>
<thead>
<tr>
<th>Marshmallow Defence (I/O)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes:</strong></td>
</tr>
<tr>
<td>IBC: Confidence, Character, Caring</td>
</tr>
<tr>
<td>CS: Communication</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
</tr>
<tr>
<td>Begin with all group members in a circle. The instructor distributes a handful of mini-marshmallows to each person. Assign a number to each person in the circle. A volunteer stands in the middle of the circle and puts on a ninja mask (a T-shirt worn with the neck hole over the eyes and the sleeves pulled back and tied behind the head). When the instructor calls out a number, that person must throw a mini-marshmallow at the person in the center of the circle. The person in the middle must dodge, jump, and avoid getting hit by the mini-marshmallow as if she were a ninja. Continue until everyone in the circle is out of mini-marshmallows or the person in the middle is tired.</td>
</tr>
<tr>
<td><strong>Equipment:</strong></td>
</tr>
<tr>
<td>- 1 large bag of mini-marshmallows</td>
</tr>
<tr>
<td><strong>Safety:</strong></td>
</tr>
<tr>
<td>Ensure that the circle is large enough that getting hit with a mini-marshmallow does not hurt (large enough distance between the center of the circle and the edge).</td>
</tr>
<tr>
<td><strong>Instructor Cues:</strong></td>
</tr>
</tbody>
</table>
| This activity provides a physical representation of verbal insults or negative comments. It is designed to increase participants’ awareness of the language they choose to use and the effect it may have on their peers. Consider the following questions:  
  - What’s it like to be in the center of the circle?  
  - What’s it like to be part of the circle?  
  - What do the mini-marshmallows represent?  
  - Rotate each group member through the center of the circle. However, do not force anyone to stand in the center.  
  - Reinforce the point of the activity (to provide a physical representation of what it is like to be picked on, called names, and so on). |
| **Variation:**           |
| **Force Field:** Ask each participant to choose two different people from the group. Secretly designate one person as your Nemesis and the other as your protective Force Field. When the teacher yells “Go!” all participants must try to constantly keep their Force Field in between themselves and their Nemesis. |
### 11.2 Youth Leadership II

**Tire Exchange (O)**

**Learning Outcomes:**
- IBC: Competence, Creativity, Connection
- CS: Innovation, Problem Solving, Critical Thinking

**Description:**
Each team needs to move their designated tire from off of one sonotube tube and on to another sonotube that is at least 20 feet away. The following are some limitations:
1. Talking and planning occur only within the designated home boundaries.
2. Anyone entering the *No Trespassing Zone* has to be sightless.
3. Group member(s) who take off the tire may not re-install them.
4. Anyone involved in the moving of the tire has to be inside the *No Trespassing Zone*.
5. At no time can anybody or anything touch the cardboard sonotubes (not the tire, not people either).
6. If any rule is violated, everyone must return to their designated home and start over.

**Equipment:**
- 2 tires
- 1 50’ rope
- 2 sonotubes
- 2 20’ rope

**Safety Cues:**
1. Sightless individuals getting hurt
2. Hurt feelings due to frustration or impatience
3. Tire dropping on someone

**Instructor Cues:**
- Effective means of communication
- How feelings are handled (frustration, impatience)
- Follow through / planning vs. doing…..how different they can be
- The ongoing need for support for the do-er from the support group.

### In the Zone (O)

**Learning Outcomes:**
- IBC: Character, Citizenship, Competence
- CS: Communication, Cooperation
**Description:**
The group will be broken into teams based on numbers and equipment. Each team will get a catching device/launching and a soft ball. One player from each team will be the team’s thrower and must stand in the designated “throwing area.” The other players from the team will each be holding on to the launching/catching device. These players will work together to try and catch the ball thrown by their team’s designated thrower. Catchers must stay within one of three catching zones:

- The 100 point zone (closest to the thrower)
- The 200 point zone (medium distance from the thrower)
- The 300 point zone (farthest away from the thrower)

Teams take turns trying to catch the ball from their thrower. For example—Team A’s thrower takes his/her position in the designated throwing area while their teammates decide which zone they will attempt to catch from. If they are successful in catching the ball they will be rewarded the corresponding point value from the zone they were in. If they do not catch the ball the point value will be subtracted from their score.

**Instructor Cues:** Designate one mentor to be scorekeeper for this activity. Set up a designated throwing area for each team so they can all be playing at once. You may want to have a scorekeeper for each team to avoid confusion. Instruct youth that they can switch their team thrower after each turn and that they will have five minutes to try scoring as many points as possible in each round. Play three rounds and announce the team with the most points after each one. Allow for some practice time before the competitive rounds begin. Help the teams focus if performance begins to wane:

- Which strategies worked and which did not?
- How important was working together as a team?
- What challenges did you face as a team?

**Variation:**
**Team vs. Team Toss.** Have one team try to land its ball inside the other’s scoring zone and vice versa. The other team cannot try to deflect or capture the ball. They can only try to keep scoring points.

**Rocks (Steal the Eggs) (O)**

**Learning Outcomes:**
- IBC: Confidence, Creativity, Connection
- CS: Communication, Decision Making

**Description:**
The group will be divided into two large teams. The field or playing area will be divided into two distinct halves, each team having their own side to defend. In the back of each team’s half, there will be a hula hoop containing the team’s “rocks,” which may be bean bags, small balls, or any small objects. Each team begins with the same number of rocks in their hoop. The object of the game is to steal the other team’s rocks so that you end up with all rocks in your own team’s hoop.

Once a player decides to cross into the other team’s half they can be tagged by a member of the opposing team. Once tagged, players are frozen where they are standing and must be rescued by one of their teammates.

**Rescuing a Teammate:** In order to rescue a teammate who has been tagged, players must successfully cross to the opposing side and make it to their frozen teammate without being caught. Once tagged, players are frozen where they are standing and must be rescued by one of their teammates.

**Equipment:**
- 2 hula hoops
- bean bags or small balls
**Instructor Cues:** Ensure fair play—no pushing shoving. Allow for rests and strategy building. **Here is a very Helpful Tip:** Instruct participants to raise their hands high in the air when they are safely walking back to their side after rescuing a player so that the other participants know they cannot be tagged at that time.

**Additional Rules:**
- Only one rock can be taken at a time.
- If a player is tagged on their way back after taking a rock, they are frozen on the spot and they give the rock back to the player who tagged them so they can return it to their hoop.
- Rocks cannot be thrown/passed to other teammates. They must be carried all the way across.
- Once all rocks are in one of the team’s hoops, the game is over. You may wish to play another round depending on time. If you want to ensure a longer game, have an abundance of rocks.
- You can add in a safe zone on either side if need be. Place a hula hoop halfway between the centre line and back hoop. If a player is in this zone he/she cannot be tagged. Make a rule that there can only be one player in the safe zone at a time.
- Opposing players are safe in the other team’s rock hoop. Once they have one foot in the hoop, they can rest there until they need to run home.
- The guardian of the rock hoop must be 1 metre from the hoop.

**Walk of Trust (O)**

**Learning Outcomes:**
- IBC: Caring, Connection, Confidence
- CS: Communication, Cooperation

**Description:**
You will need a large outdoor area. Blindfold each participant with the exception of one (“the leader”). The leader is responsible for leading the group safely around the playing area. Throughout the challenge, change leaders to give as many people in the group as possible an opportunity to be the leader.

**Equipment:**
- 10 to 20 metre piece of rope 1” thick
- blindfolds

**Safety:**
Scan the walking area before hand to know the lay of the land, avoid hazards and unnecessary obstructions.

**Instructor Cues:**
Know your group and comfort levels with blindfolds. If you know of a youth who is not comfortable with a visual restriction, have them help spot the walkers. Consider the following questions:
- How important was trust for the person leading and for those following? What were they doing / saying that gives you this indication?
- How did it feel to have the safety of the group in your hands: Did anyone seem uncomfortable being in a leadership position? Did anyone really like the position of leader? Why?
- Explain the importance of communication in this initiative for the leader and the followers.
### Mousetrap (I)

**Learning Outcomes:**
- IBC: Care, Confidence, Connection
- CS: Communication, Critical Thinking, Problem Solving

**Description:**
Playing the game: Participants will work in partners for this activity. Mark off the area with cones in a column-like formation and scatter the “mousetraps” inside the area. One partner stands outside the playing area at a designated spot. Place cones approximately 2 metres away from the playing area where the guides will stand while they attempt to guide their partners through the course. On “Go” have the first blindfolded partner begin to be guided through the traps, listening to verbal cues from their partner. Once the first person has made a few steps, have the second set of partners begin, and so on. Eventually, all partners will be trying to listen to their own specific instructions all at once. This becomes very difficult as there may be five people all shouting out directions to their partners. Once the players have made it through, they switch roles with their partner.

**Equipment:**
- Blindfolds
- An open space with generous boundaries is required.
- Traffic cones
- 20–30 obstacles to act as “mousetraps”

**Instructor Cues:**
Before you begin: Have the “mousetraps” and cones already set up and explain the activity before pairing up the participants. You may want to pair the participants up or allow them to pick a partner.

For the guides: to feel the self-confidence required to successfully guide a vulnerable (blindfolded) partner through an area full of obstacles (“mousetraps”) and experience the feeling of self-worth that comes with successful leadership.

For the blindfolded: to trust completely during moments of vulnerability while using intact abilities to partially contribute to a task.

What was the most difficult part of this task?

Did you feel safe with your partner’s instruction?

Did you feel frustrated at any point?

**Safety:**
Scan in boundary area for tripping hazards that are not to be the obstacles for the activity.

### Jamma Quack (I)

**Learning Outcomes:**
- IBC: Character, Citizenship
- CS: Cooperation, Problem Solving, Communication

**Description:**
The group plays as a whole for this activity. An open indoor or outdoor space large enough for the group to make a circle; holding hands is required. To find the opening in a hand chain circle while blindfolded and, playing the role of an exotic migratory bird, exit through the opening and help the rest of your “flock” find the same exit using improvised communication. Have everyone in the group form a large circle holding hands and ask for three participants to be the first jamma quacks. (If you have a large group, have more than three.) The jamma quacks get blindfolded and wait in the centre of the circle for the game to begin. The object of the game is for the jamma quacks to find the opening that will be created in the circle when two participants let go and break the hand chain. If you are standing in the circle and a jamma quack starts getting close to you and you are not the location of the exit, give them a little tap with your knee to let them know they are not in the right place. When

**Equipment:**
- Blindfolds for half the group

**Safety:**
- Avoid giant backward steps, easy to trip falling backward.
one jamma quack successfully exits the circle through the designated opening, they must send out the mating call to alert the rest of the flock and help them find the exit. Once all jamma quacks have exited the circle, their flock has completed the task. Repeat the activity until all members of the team have had a turn inside the circle.

**Instructor Cues:** This will challenge youth to leave their comfort zone. The instructor really needs to risk and model this activity. 

**The instructor needs to consider the following:** How does it feel to step outside your comfort zone? Would this activity be better or worse if you had to be a lone jamma quack in the circle? If we did not have a level of trust with our group, why would this be a more difficult activity? Only attempt this initiative when you think the group is ready—TRUST and ACCEPTANCE.

First, explain to participants that “jamma quacks” are exotic birds from northern Canada that have an unusual way of moving around. Jamma quacks can only move backwards and have a special mating call that sounds like __________ (be creative). Have everyone try the mating call and practise hopping/walking backwards while holding their ankles.

**Stepping Stones (I/O)**

**Learning Outcomes:**
- IBC: Citizenship, Creativity, Caring, Competence
- CS: Innovation, Decision Making, Critical Thinking

**Description:**
To navigate, as a team, through a symbolic landscape using improvised strategies. Trial, error, and triumph will help participants develop trust in their teammates and in themselves. A large flat area (field or gymnasium) and a group of participants (eight or more) is required. You will need to decide on a distance you want the group to travel and you will need to indicate where the start and finish lines are. The following is a possible scenario: Give each person a block of wood. Tell them that their block of wood represents their lifestyle resource. Bring the group to the start area. They are now in the “Land of Boredom.” Their goal is to travel through the imaginary acid swamp to “Lifestyle Paradise.” Everyone must make it across. The only object that may touch the acid swamp is their resource block. In order for a resource block to work properly, it must remain in contact with a human being. If it loses contact, the leader/teacher brings the block back to the beginning.

**Variation 1:** Ask the group if there are any questions. If there are none, ask for one or two volunteers and take their resource block away from them. Explain that, in real life, not everyone has the same amount of lifestyle resources—that’s just the way it is!

**Variation 2:** When using the blocks to cross the expanse be prepared to take one away if it seems a member has left it, abandoned, unutilized. Explain to the group, if you don’t take advantage of what you have or take for granted what you have it’s really easy to lose it.

**Instructor Cues:**
Arrange the group in a circle and ask each person to think of a barrier (person, place, or thing) that prevents them from engaging in a healthy lifestyle. Ask each person to share what their barrier is with the group and then ask each person to think of something that may help them to work around their barrier (i.e., their lifestyle resource). Have each group member share their lifestyle resource with the group:
- What did you need to do in order to succeed?
- When you arrived in the “Lifestyle Paradise,” how did you treat those left behind?
- Are there similarities between the way you dealt with stress/frustration here and in your everyday life?
- How long did it take you to support each other (physically & verbally)? Why?

**Do You Believe in Magic? (I / O)**

**Learning Outcomes:**
IBC: Care, Connection, Character,
CS: Communication, Cooperation, Critical Thinking

**Description:**
To simultaneously recognize, compensate for or integrate the individual physical contributions of teammates while collectively lowering a tent pole all the way to the ground. All team members work together to complete this task. This activity can be done in a relatively small space indoors or outdoors. Instruct the team to lower the tent pole to the ground starting from a fixed position of about chest height. The team holds the tent pole by placing their index and middle fingertips on the bottom side of the pole. Everyone’s fingers must stay on the pole. If any fingers leave the pole, the group must start again. Participants may not hook their fingers around the pole.

**Equipment:**
- 1 lightweight, normal length tent pole

**Safety:** watch the ends of the pole around eyes and participants’ faces

**PDYE Cues:**
Before you begin: Have the tent pole assembled and placed on the ground. Give very little instruction to the participants. They may realize that it works best to have some team members standing on one side of the tent pole and some on the other, but let them play around and figure out these strategies on their own.
- Which strategies worked? Which did not work?
- What became the biggest challenge in this activity?
- Why do we often start blaming others when we are unsuccessful?

**Activity**
**Bumper to Bumper (I)**

**Learning Outcomes:**
IBC: Citizenship, Confidence, Competence
CS: Problem Solving, Decision Making, Innovation, Critical Thinking

**Description:**
Before beginning, all Poly Spots should be set up in a straight line. The group is split into two equal teams that stand on the Poly Spots facing each other. (The first person on each team is standing and facing the free Poly Spot). The two teams must then switch sides. People must face the same direction the entire time and no one can pass someone who is facing the same way they are (i.e., you cannot pass someone whose back you are facing.)

**Equipment:**
- Poly Spots (one for each player, plus one additional Poly Spot)

**Safety:** Watch for balance as youth attempt to pass one another.

**Variation:**
Use a 2” x 4” piece of wood on cinder blocks. (Balancing will be required. Participants have to support each other.)

**Instructor Cues:** To work collectively to solve a mathematical and physical problem in which a broad range of contributions from group members will quickly delineate roles and responsibilities and determine success. Groups of eight are ideal for this task. (If there are more than eight participants the activity can still be completed; however, it will be a greater challenge for the team). The space required needs to accommodate eight participants lined up single file with ample room to manoeuvre. A person can only go around one person at a time and must land on an empty Poly Spot. Only one person can move at a time. A person may move to an open spot without moving around someone else. No one can ever go backwards. This is a mental
and a physical challenge; make sure you provide enough planning time before they attempt the initiative. If the group is high performing, try to build in additional challenges: What is the smallest number of steps you can use to complete the challenge?

---

### Lake of Fire (O)

**Learning Outcomes:**
IBC: Citizenship, Creativity, Connection, Competence
CS: Innovation, Critical Thinking, Problem Solving

**Description:**
Place the two 9 metre ropes parallel to each other with a 6 metre gap between them. These boundaries indicate the area in between the ropes to be the “Lake.” Put the 15 metre rope and three handkerchiefs on one side of the lake. Place the four tennis balls and three remaining handkerchiefs on the other side of the lake. The group’s objective is to transport all four tennis balls across the “Lake of Fire.”

**Equipment:**
- 6 handkerchiefs
- one 15 metre rope
- two 9 metre ropes
- 4 tennis balls

**Instructor Cues:** The tennis balls cannot be thrown, as they are highly unstable /delicate and may break if they experience too much stress. The only materials participants are allowed to touch are the handkerchiefs. All other objects (rope, tennis balls) are too hot to touch and will burn participants. Safety first! If any object (rope, tennis balls, handkerchief) or participant touches the Lake of Fire (the area in between the two 9 metre ropes) the group must begin again. The instructor will need a large open space for at least for eight or more participants. This is a trying activity. Keep to the condition and rules, they will figure this out! Observe for the following: Who was the most valuable group member in this exercise? Why? And, did everyone participate in this exercise? Is it important for everyone to participate in this exercise? Why? Were their positive examples of followership in action?

**Safety:** Make sure the ropes are not wrapped around limbs or necks.

---

### Great Belizean Egg Drop (I/O)

**Learning Outcomes:**
IBC: Confidence, Citizenship, Creativity, Character
CS: Innovation, Problem Solving, Decision Making, Cooperation, Communication

**Description:**
Separate the supplies into four groups: tape and scissors, yarn, straws, and Styrofoam cups. Place one set of supplies on a table in each corner of the room. Divide the group into four teams—one for each set of supplies. Each team has to build a device that will prevent a raw egg from breaking when it is dropped from a height of 3 metres. The group has twenty minutes to build the device. When the time is up, gather all participants around the drop area (stand on top of a table) and have them cheer on their team’s device.

**Equipment:**
- 8 eggs
- garbage bag
- straws
- yarn
- tape
- scissors
- Styrofoam cups

Please Note: you may want to show a movie clip: Apollo 13, the Huston we have a problem scene! This tends to motivate the innovation and creativity in a group.
### Needle in a Haystack (O)

**Lesson Outcomes:**
- IBC: Caring, Competence, Character
- CS: Problem Solving, Communication, Decision Making, Cooperation

**Description:**
A small group (four) up to a large group can participate in this activity. Place the rope along the edge of a large field. Bring the group to the edge of the field, making sure everyone is standing behind the rope, with the field in front of them. The group’s task is to retrieve the ball. Show the ball to them then throw it as far into the field as you can (or place it so that it can just barely be seen by the group). The land beyond the rope is very dangerous. The only way the group can travel beyond the rope and remain safe is to always be in contact with each other, and to always be blindfolded.

**Variation:**
On the ball, write the word goals. Have each group member declare a life style goal they have for themselves.

**Instructor Cues:**
The goal of the activity may seem impossible, but the true value lies in the lessons learned. *This task is nearly impossible*. It is very rare that the group will succeed. This is a great task to attempt when the group is in a high performing stage and is experiencing a lot of success. It is very probable that the group will break down. This is not a bad thing. A lot of learning happens with failure, and opportunities for a meaningful debriefing will arise. This activity can result in failure, observe for the following: frustration, blame, negative language. And if you decide to use the variation be prepared to talk about completing goals and why they are often hard to see through to the end. With goals, most often we need support, the linkage between others—solid communication and planning to succeed.

**Safety:** You will need a large, flat, open space free from hazards. Watch for tripping, be prepared to spot and do not let a group member wander off on their own blindfolded.

**Equipment:**
- 1 ball (smaller = more difficult)
- 1 blindfold per participant
- 1 rope

### Great Belizean Rocket Launch:

**Variation**
Use a bucket and surgical tubing (or an bicycle tire inner tube) to build a launching device. Participants must now build ‘rockets’ that encapsulate their eggs. These rockets must allow the egg to be launched into the air and land safely without breaking.

**Please Note:** This is a particularly difficult task and most often results in failure. It forces high functioning groups to discuss and process what is means to fail and how to respond to failure in a healthy manner.

### Bucket of Balls (I / O)

**Lesson Outcomes:**
- IBC: Citizenship, Confidence, Competence, Creativity
- CS: Innovation, Problem Solving, Critical Thinking

**Instructor Cues:**
The small group that can be equally divided into four smaller groups 12 or more would work best for the activity. Do not tell participants that they can share supplies. It is possible that some teams will try to build the device without sharing or trading supplies. If this happens, don’t interfere. When (if) the eggs break, have a group discussion about possible ways to achieve success. Allow each group to try again. This time they will hopefully have come to the conclusion that, in order to succeed, they must trade and negotiate with each other.

**Safety:** spot the droppers when they are moving to elevated positions.
Description: Playing the game: On “Go” the instructor begins the stopwatch as participants run to pick up the wiffle balls and then stand outside the roped-off area to toss them into the bucket. **Participants can only bring one wiffle ball at a time to the circle to toss in.** As the bucket fills it gets harder and harder to get the balls to stay in, as they start to bounce off the ones which are already inside. Time each trial and have participants try to beat their previous records.

**Instructor Cues:**
To collectively determine (either by a pre-game huddle or trial and error) the most efficient method to collect all of the wiffle balls and deliver them back into a centre bucket as quickly as possible. An open field works best so that the wiffle balls can be scattered within a wide boundary. The whole team works together for this task. Before you begin: be sure to test the volume of the container to ensure that all the wiffle balls fit! They must fill it all the way, with some sitting on top. (You want it to be difficult for the players to throw the last few balls into the bucket.) Place the container/bucket in the centre of the playing area. Create a roped-off circle around the container leaving approximately 1.5 to 2 metres between the container and edge of the rope circle. (Participants will not be able to step inside this area.) Scatter all of the wiffle balls around the field or designated area (not inside the roped-off circle). Participants will begin to strategize regarding whether or not the smaller ones should go in first, if they should designate one or two throwers, etc.

**Variation:**
Add in a rule that participants cannot run with the balls and must pass them to one another to get them close enough to the bucket to toss them in.

**Equipment:**
- 20–30 average sized wiffle balls
- 20–30 small wiffle balls
- container that is big enough to hold all wiffle balls (They should fit in so that they are just about to overflow the container.)
- rope
- stopwatch
- paper and pen

**Safety:**
Remind participants that they will be running and to keep their heads up. Scan the open area for any hazards. Avoid throwing the balls at peoples’ heads.

<table>
<thead>
<tr>
<th>The Code (I/O)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Lesson Outcomes:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>IBC: Connection Creativity, Competence</td>
</tr>
<tr>
<td>CS: Innovation, Critical Thinking, Cooperation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To collectively devise the quickest method of touching the randomized numbers 1–30 in a defined area. Playing the game: The team begins behind the start line, facing away from the numbers area. As soon as one player turns around (or tries to peek) the timer will begin for their first trial. The team runs to the numbers and begins tapping the numbers in sequential order. The entire team must run back across the start line to end the time for that trial.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• numbered Poly Spots or laminated pieces of paper to display numbers 1–30 (ice cream lids work as well—not if its windy!)</td>
</tr>
<tr>
<td>• rope to mark off key punch area and start line</td>
</tr>
<tr>
<td>• stopwatch</td>
</tr>
</tbody>
</table>
Instructor Cues: The team works as a whole to complete this challenge. An open outdoor or indoor space is required. A field or gymnasium-like space works best. Before you begin: Rope off a circular area, and not a perfect circle, that will contain the numbered spots. Scatter the numbers inside the roped-off circle face up. Make sure they are randomly scattered and not in any sort of order. Place a start rope approximately 10 metres away from the circled numbers. The team gets six trials and has a maximum of 10 minutes in total for strategizing. (This can be used all at once or split up to try and beat previous records.)

Safety: Scan the area for obstacles and hazards. Remind participants that they are running and to keep their heads up.

Variation:
Two-second penalties are given for missed numbers, touches out of order, and more than one person in the key punch at a time. The instructor will keep track of any time penalties and will add them on to the trial time.

Pathways (I/O)

Lesson Outcomes:
IBC: Citizenship, Creativity, Confidence, Character
CS: Decision Making, Problem Solving, Critical Thinking

Description:
Playing the game: Begin with a discussion about different forms of communication (e.g., eye contact, body language, tone of voice, etc.). The group’s task is to cross from one side of the maze to the other. Only one person is allowed in the maze at a time. (If two people are in the maze at the same time they must both leave.) Once the group begins, there is no talking allowed. The group is finished only when the entire group has made it through the maze. If a participant steps on the wrong square, they must leave the maze. When a participant steps on a wrong square, the facilitator can ring a bell, or say “Leave the Maze!” Only the Home Group leader has access to the “map.”

A sample map would look like this:

```
18x  17x  16x  15x  14x  13x  12x  11x  10x  9x  8x  7x  6x  5x  4x  3x  2x  1X start
21x
22x
30x
23x  24x  25x  26x  20x

Finish
31x
```

*A sample route in numbered steps*

Instructor Cues:
Before you begin, place the tarp flat on the ground. If you do not have a tarp, you can use a large flat surface, divided into a grid (squares) with tape or yarn (or Poly Spots). The whole team (at least eight players) works best for this activity. An open outdoor or indoor space is required. A field area or gymnasium-like space works best. For one teammate to successfully

---

* paper and pen to record trial times

---
navigate a maze with only the help of non-verbal instruction, they will quickly recognize that familiarity is a crucial component to clarity in terms of effective communication. Observe for communication traits, the following will help with the follow up discussion: How did you communicate with each other during the activity? Can/do you use any of these techniques in your daily life? What impact can miscommunication have on your daily life? Can you provide examples of miscommunications that have occurred in your life?

**Fish Out of Water (I)**

**Lesson Outcomes:**
ICB: Confidence, Character, Caring, Citizenship  
CS: Communication, Cooperation

**Description:**
Discuss with participants the topic or theme that you want them to base their questions on. (Choose this based on the group dynamic.) Themes could be about community, family, education, etc. Then have the participants write three questions—one question per question card. All the questions get placed into the fish bowl and each participant then takes turns drawing three cards. They must answer one of the questions, and give the other two questions to two other members of the group.

**Instructor Cues:** This activity will work in a small space or a larger space; however, because the activity is mostly discussion-based, a small, intimate space may make the activity more personal. For participants to reflect on and discuss their evolving ideas about trust, courage, teamwork, determination, and respect in the community, at home or at school through questions they create and answer. The candid nature of the activity will build on positive group dynamics and will deepen participants’ understanding of respect for themselves and others.

**Variation:**
As the instructor, you can write out the questions on the cards to suit the group that you are working with. You may need to prompt the discussion, the following may help:
- Did you find it more difficult to ask questions or to answer questions?
- Were there common themes in the questions your classmates asked? In their answers?
- Was there anything that was collectively ignored? If so, why do think that was?

**Magic Boots (O)**

**Lesson Outcomes:**
ICB: Competence, Connection, Creativity,  
CS: Innovation, Critical Thinking, Problem Solving

**Description:**
Before you begin: Place two sections of rope 12 metres apart on level, obstacle-free ground.  
Playing the game: Start the group behind one of the lines. Their task is to cross over the “acid swamp” (ground) to the other side. Due to the dangerous nature of acid swamps, participants must wear a pair of “magic boots” to protect them from the elements. (If you do not have a pair of oversized boots, a magic hat or cape will do nicely.) The magic boots can only be worn by each participant once, and will only protect them for one trip, one-way. This activity can be a safety risk if
done improperly. Spotting is a MUST, as participants must piggy-back each other with as many as two people on one person’s back in order to succeed.

<table>
<thead>
<tr>
<th>Instructor Cues: The activity requires leadership roles within the group. Participants must be respectful of themselves and of others when determining roles. A group of eight or more participants would be acceptable for this initiative. The more participants, the more difficult the challenge will be. A large open, flat area will work best. This could be an open field or a gymnasium. This activity is centered on leadership, the following may help in the discussion after the initiative is completed or taken as far as they can as a group:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who was a leader during this task?</td>
</tr>
<tr>
<td>• Are there different kinds of leaders?</td>
</tr>
<tr>
<td>• Did you participate 100% of the time? Why/why not?</td>
</tr>
<tr>
<td>• How did you support each other? Why did you?</td>
</tr>
<tr>
<td>• What are good qualities of leaders? What are some bad ones?</td>
</tr>
<tr>
<td>Safety:</td>
</tr>
<tr>
<td>Spotting will be essential as group members attempt to move participants. Remind participants that no one is to jump on people’s backs.</td>
</tr>
</tbody>
</table>

| Variation: |
| Participants can wear a “Magic Hat” if boots are not available |

**Ancient Cargo (O)**

**Learning Outcomes:**
IBC: Creativity, Character, Connection, Caring
CS: Critical Thinking, Problem Solving, Innovation, Decision Making

**Description:**
The team must move the cargo from the designated starting point to a “landing zone,” the finish. Your team has discovered the ancient core value stones engraved by our ancestors. Once the stones have been safely transferred into your group’s home base you will forever hold the values the 7 Cs. The ancient stones must be transported without being touched by human hands, if touched the stone’s power will no longer exist.

Set Up:
- Place two lines of cones or ropes to create a playing area that is 5–6 metres wide and 9–11 metres in length. This creates the “ocean.”
- Place the platform on the floor at one end of the river.
- Give each player one end of the rope and their hands can only be at the very ends of the rope.

**Equipment:**
- Requires specialized equipment, see Cues

**Materials:**
- treasure (e.g., a stuffed animal, beanbags, or stones)
- hoops or Poly Spots
- cones (or tape to create a “river”)
### Instructor Cues:
The support ropes of the transfer platform are not attached but, instead, slide through the platform creating a “give and take” balance aspect to the challenge. A medium-sized open space is required. Participants will work together as a team, or can be divided into two teams if necessary (and if resources allow). Before you begin:
1. Designate a starting point for transfer platform (you may want to place this inside a hoop or on a Poly Spot).
2. Designate the home base (finish).
3. As a group, participants will decide how the ropes should be strung through the transfer platform. Each member of the group holds on to the end of a rope. (All participants may move, but they must hold on to the ends of the ropes.)

You may want to allow participants one “freebie”. If they drop their stone and choose to use their “freebie” they do not have to go back to the start they can begin where they dropped the stone. However, once the “freebie” has been used, they must return to the start each time the stone is dropped.

Please Note: the transport platform is a 2 layered block about 10” by 10” and is open in the middle, joined by 4-6 pegs (1 in each corner and 1 or 2 in the middle)

### Safety:
do not allow the participants to wrap the ropes around limbs or their necks and heads.

---

### Turn a New Leaf (I/O)

### Learning Outcomes:
- IBC: Citizenship, Caring, Connection
- CS: Decision Making, Critical Thinking, Cooperation

### Description:
Place the tarp on the ground. Instruct the entire group to stand on the tarp. Their task is to flip the tarp over without any member of the group stepping off the tarp at any time.

### Equipment:
- 1 tarp to accommodate the numbers in the group—just enough room for all members to stand comfortably
### The Human Shuffle (I/O)

#### Learning Outcomes:
**IBC:** Confidence, Citizenship, Connection, Creativity  
**CS:** Critical Thinking, Communication, Cooperation

#### Description:
The objective is to switch sides; therefore the more people, the harder the challenge will be. Break the team into two groups. Have each group stand on their respective end of the pole. The challenge is for the groups to change places without stepping off the pole. Touching the ground can result in a time penalty or the group having to start again, regardless of their progress.

#### Instructor Cues:
The key is for the group to work together to switch sides without touching the ground. The participants will need to strategize and work closely together to achieve their goal. A group of eight or more is preferred for this activity. A large open space either in/outdoors will be sufficient.

#### Variation:
The groups can arrange themselves from smallest to tallest, in alphabetical order or by age

### Toxic Waste (I/O)

#### Learning Outcomes:
**IBC:** Creativity, Connection, Competence  
**CS:** Decision Making, Innovation, Critical Thinking, Communication

#### Description:
Equipped with a bungee cord and rope, tubes, JUNK, a group must work out how to transport a bucket of “Toxic Waste” and tip it into the neutralization bucket.

**Set UP**
- Use the rope to create a circle at least 8 ft in diameter on the ground to represent the toxic waste radiation zone.
- Place the small bucket in the center of the radiation zone and fill it with water or balls to represent the toxic waste.
- Place the neutralization bucket approximately 30 to 50 feet away. The greater the distance, the more difficult the activity.
- Put all other equipment (i.e., bungee, cords, and red herring objects (optional)) in a pile near the rope circle.

#### Equipment:
- Several lengths of rope, bungy cords, rubber tubes, huge elastic bands, butterfly nets
- A box of junk: pipes, pvc tubes
- 2 to 4 buckets
Group sizes of approximately 7 to 9 are ideal, but the activity can be done with as few as 4 or as many as 12. Can be done indoors or outdoors; outdoors is more dramatic because water can be used as the "toxic waste" instead of balls.

- water
- ping pong balls or bean bags

**Instructor Cues:**
An excellent small/large group initiative activity, providing a rich teamwork challenge. The activity involves thinking, imagination, action, fantasy, risk and an attractive solution. There is no set time limit for this activity, but it should continue until the group achieves the objective. The larger the radiation zone, the more difficult the activity. The further away the neutralizing bucket, the more difficult the activity. Toxic Waste can be used to highlight almost any aspect of teamwork or leadership. The following list can assist to enhance this initiative:

- Exaggerate the instructions of this game to add excitement if necessary.
- The challenge is for the group to work out how to transfer the toxic waste from the small bucket into the large bucket where it will be neutralized, using only the equipment provided and within a time frame. The waste will blow up and destroy the world after 20 minutes if it is not neutralized.
- Anyone who ventures into the radiation zone will suffer injury and possibly even death, and spillage will create partial death and destruction. Therefore, the group should aim to save the world and do so without injury to any group members.
- The rope circle represents the radiation zone emanating from the toxic waste in the bucket. Emphasize that everyone must maintain a distance (circle radius) from the toxic waste wherever it goes, otherwise they will suffer severe injury, such as loss of a limb or even death.

Give the group some planning time with no action e.g. 5 min, then start the clock and indicate its time for action, e.g., 15 or 20 min.

**Safety:**
do not allow participants to wrap rope or rubber bands around their limbs, neck or head. Do not let the participants over stretch the bungee cords, a sudden snap could cause personal harm.

---

**UFO (O)**

**Lesson Outcomes:**
IBC: Citizenship, Caring, Competence
CS: Decision Making, Problem Solving, Communication

**Description:**
Participants begin by gathering around two 4’ plastic pipes that have been stuck vertically in the ground. The plastic pipes are places 20’-30’ feet away from each other. A soccer or smaller softball is balanced on top of one pipe. At the base of that same plastic pipe, lying on the ground is a metal ring (or plumber's gasket sized to be 1”-2” larger than the plastic pipe). Attached to the ring & spread out like rays of sunshine the 4 foot lengths of string. Ask each participant to pick up a string. Their task is to transport the ball on top of the pipe to the top of the other pipe that is 20’-30’ away using only the metal ring and the strings attached.

**Equipment**
- two 4 foot long plastic pipes 3-4” in diameter
- one plumber's gasket or metal ring that is 1-2” greater in diameter than the plastic pipes
- 4’ to 10’ lengths of rope – one for each participant
- one soccer ball or smaller soft ball
Instructor Cues:
Inform them that they can only hold the string at the very end. If they drop the ball they must try again.

Safety:
do not allow participants to wrap the ropes around their limbs, neck, or head.

Gutterball (I/O)

Lesson Outcomes:
IBC: Confidence, Caring, Competence, Connection
CS: Critical Thinking, Cooperation, Problem Solving, Innovation

Description:
Ask all participants to stand on one side of a rope that has been placed on the ground. Participants are given multiple lengths of cardboard tube that has been cut in 1/2 to create gutters. Their task is to transport a tennis ball (or ping pong ball) from the side of the rope they are standing on across a distance of 20-30 feet and drop it into a bucket. The bucket should be visible to the participants. Inform participants that once the ball crosses over the rope line the ball cannot stop moving, rolls backward, or fall to the ground. If that occurs the participants must try again.

Instructor Cues:
At least five or six 3-4 foot lengths of cardboard tube 'gutters' will be necessary for a group of 8-12 participants

Equipment:
- 5-6 lengths of hard cardboard tubes cut in 1/2 (to make 'gutters')
- a small ping pong ball or tennis ball
- a bucket
- a rope

Architect/Manager/Builder (I/O)

Lesson Outcomes:
IBC: Connection, Character, Creativity
CS: Communication, Decision Making, Cooperation

Description:
Divide the group into teams of three. Each team has an Architect, a Manager, and a Builder. The Architect and Builder are stationed at opposite ends of the field (or classroom or play area) – each has identical supplies of clay and toothpicks. The Manager can move freely between the Architect and the Builder, but neither the Architect nor the Builder can move from their stations. The Architect's job is to design and build a small 3D object out of their toothpicks and clay. The Manager's job is to look at that 3D object, run across the field to the Builder, and describe the 3D object to the Builder. The Builder's job is to recreate the 3D object as accurately and quickly as they can.

Instructor Cues:
The team that finishes first with the most accurate recreation of their 3D object wins. This initiative works best in a very large play area—prevents visual cheating! You can add a time element into the initiative for high function groups.

Equipment:
- toothpicks
- three different colours of clay or playdoh

Safety: Remind participants who are playing the role of Manager to pay attention and keep their eyes up when running back and forth across the field. Ensure the field is free of obstacles and
**Variation:**
Create teams with more people than three by adding more Managers to each team, effectively increasing the difficulty of each team to communicate.

---

### The Mine Field (I/O)

#### Lesson Outcomes:
**IBC:** Citizenship, Connection, Caring, Confidence  
**CS:** Communication, Cooperation, Decision Making

#### Description:
The aim here is to safely move your team member through the minefield. The task is for every member of the group to travel from one end of the rectangle to the without touching any of the obstacles—the mines. However, each person entering into the designated area—the minefield—must be blindfolded.

#### Equipment:
- Two 50’ lengths of rope
- Balls, chairs, cardboard tubes, empty plastic pop bottles
- Blindfolds

#### Instructor Cue:
This initiative works best in a large outdoor setting. Some people are not comfortable wearing a blindfold. It is very important that you do not force them to wear one. If this issue arises, allow a friend to go twice for the uncomfortable participant.

Set Up
- Place ropes on the ground to create a 50’x25’ rectangle (flexible according to group and space requirements)
- Fill the rectangle with obstacles; balls, chairs, empty pop bottles—JUNK!
- Start the group at one end of the rectangle (lengthwise)
- If a participant does touch a mine, they must exit the field and start over from the beginning
- No participants are allowed along the sides of the minefield, even if they have already traveled through it

#### Safety:
Scan the area of hazards that are not a part of the initiative, spot blindfolded walkers to make sure they do not wander outside the designated area. Remind the blindfolded walkers to keep their bumpers up—hands out in front.
11.3 Discussion Questions—A Reflection Bank – Processing the Experience

Processing the Initiative
Processing the initiative is critical to the learning experience; allowing the youth to articulate what was learned—in relation to the IBC and CS outcomes is essential in experiential learning—reflection and connection are key! Therefore it is best practice to have youth make learning connections; reflect back on their experience; to the pivotal moment where the learning was anchored in the outcome. Discussion Steps to maintain best practice are as follows:

- Provide a brief overview of the event—the synopsis of the initiative—frame the debrief, the discussion expectation as questions or a response to your observations.
- Develop questing techniques (see the bank of possible questions below) to explore the learnings from the initiative: prompting questions (initiate the discussion), probing questions (digging deeper for understanding), and questions that redirect (further explain youth understandings of the IBC and CS outcomes).
- Keep the group focused on the outcomes—don’t lose sight of making these connections.
- Prevent one person or group from dominating the discussion.
- Avoid doing all the talking; telling participants what was learned—integrate various debriefing techniques.
- Develop a variety of debriefing techniques that will allow for interesting ways to process the experience.
- Avoid just participant recall of events—the blow-by-blow summary; while interesting it is not overly effective for learning.

Leading the Discussion
While some of the activities described previously have included specific discussion questions, the following bank of suggested questions has been designed to help the instructor to help facilitate the learning, assist youth to make connections to deepen the learning, and challenge youth to grow. The instructor still needs to be attuned to the task performed by the participants, but these questions help focus what to look for and how to connect the outcomes of the 7 Cs to youth growth and help youth to realize their strengths in the core skills: cooperation, problem solving, decision making, critical thinking, communication, and innovation. It is equally important to discuss the initiatives so that you can be sure that the youth understood the purpose of the challenge. During the discussion, allow the youth to reflect upon what they felt the purpose of the activity was and to ask questions, which will guide them back to the core values as, established in the 7Cs and the core skills. Below is a bank of discussion questions that can be sued to generate meaningful reflection—individually and in large group.

Discussion Question Bank

- What was the most difficult part of this exercise? Why?
- How did you feel when it was your turn to jump?
When your turn came, did you know what the plan for the group was? Why or why not?
Did your group have a good plan for the group to get through the challenge?
Did you feel like you were a part of the plan?
Did the group listen to your ideas in the planning part of the activity?
How did you feel about the success of the group? How could this have changed?
How does the process that this group went through relate to other groups in your experiences?
Were you surprised at how long it took to get the group successfully through the challenge? Why or why not?
How could you do things differently next time? What difference would those changes make?
How did the group change during the activity?
Is this change the same as what happens to groups in real life situations?
What was needed to achieve success?
Is it important to know how to negotiate?
What are some personality traits of good negotiators?
Can these skills be applied in your everyday life? How?
Does being nice and/or polite help in these situations? Could being nice and/or polite help you in your daily life?
How did you feel before you began the activity (once you heard the description of the activity)?
How did you feel as you participated in the activity? Were you able to let yourself relax?
How do you feel now that you have completed the activity?
What were your positive contributions to the group during the activity?
Describe the energy of the team during the activity. If you had challenges, how did you overcome those challenges as a group?
How has the activity helped to change your personal outlook on yourself? On your ability to work with others?
How will you use what you have learned participating in the activity to shape your future goals?
What were the behaviours that you would describe as demonstrating leadership?
How did the group respond to these leadership behaviours?
When and how did the leadership role change during the activity/day?
Was it difficult to assume a leadership role? Why?
Do you consider yourself a good follower? Was this an important role during the activity/day?
What was difficult about being a follower?
Did you criticize yourself or put yourself down during the activity? What did you say to yourself?
What could you say to yourself to counteract the put-down message?
What are some ways in which you were successful during this activity?
What self-messages did you give yourself when you were successful?
How well do you think you worked as a team?
How effective were you in helping complete the activity? How effective was the group in completing the activity?
How did you develop your plan of action as a group?
How can you increase your level of trust in your teammates?
Did you hesitate when it came to trusting your team to keep you safe? How can you eliminate this hesitation?
• Did you provide strong reasons for your teammates to fully trust you?
• Did you feel negativity or frustration when facing obstacles within the activities?
• Were you able to turn negative energy into positive energy?
• How did you show respect to your teammates during the activity?
• How did you respect yourself during the activity?
• How did you behave while doing the activity?
• How did you treat others?
• Did anything happen within the group that made you angry during this activity? What was it?
• Did you help or hinder this activity? Why?
• Was it hard to follow others?
• How did the group make decisions? Did the person who voiced their ideas the loudest win?
• How did you contribute to success during the activity?
• Did you contribute at all?
• If the team failed in the activity, how did you contribute to that failure?
• If you chose not to participate, why did you make that choice?
12. SERVICE LEARNING

The intention of the PYDC is for youth to make connections to a positive self, but to also give them an opportunity to make a positive community connection as they find their place in society. PYDC will be drawing on carefully developed service learning and mentoring opportunities. Service Learning is “a form of experiential learning. Students learn through participation in thoughtfully organized service experiences that meet real community needs and are coordinated in collaboration with schools/faculty and community organizations” (Howell, 2008, p. 15). Service learning as an instructional approach in higher learning that integrates meaningful community service with academics and reflection to enhance the learning experience has been well documented (McClam, Diambra, Burton, Fuss, & Fudge, 2008).

The National Service-Learning Clearinghouse (2005) situates service learning as a pedagogical strategy that has the potential of providing youth with vast educative experiences that are unique real-life learning not commonly found within their classrooms. As an instructional practice, service learning experientially provides youth with direct experiences that enhances their academic knowledge, and understanding of self, through participation in actual service projects (Kraft & Wheeler, 2003). Service learning embraces a powerful means of assessing the academic outcome learned through direct experiences through reflection. Reflection is the deliberate connection to what was learned from the experience to the academic outcomes of the course, infused with the value of the act of serving another group or individual (Hirschinger-Blank & Markowitz, 2006). The educator should be a critical (meaning critical thinking) consideration of the community service experience in relation to the subject matter covered in the classroom. In this context, service learning refers to a “reciprocal learning with intentional reflection: students apply classroom learning to their service experience, and simultaneously bring the service experience back into the classroom where they further connect their real-life experiences to the course content” (Hirschinger-Blank & Markowitz, 2006, p. 70). Studies on effects of service learning have shown positive outcomes which include increased academics gains, social and emotional gains, and enhanced citizenship and community responsibility, and enhanced academic understanding (Konza, Kiggins, & Brown, 2007; Cashel, Goodman, & Swanson, 2003).

12.1 What is Service Learning?

Service learning involves learning by doing. By organizing and implementing projects that are directly connected to the curriculum, and that serve a specific community need, youth will be able to use their experiences from the Turning Points program to act as leaders and to help others. This not only creates feelings of pride and accomplishment, but can also lead to increased academic achievement, as well as raised levels of community involvement.

The Alliance for Service Learning in Educational Reform published a working definition for educators engaged in service learning. This definition is summarized as follows:
Service experiences are those that:

- Meet actual community needs.
- Are coordinated in collaboration with the school and community.
- Are integrated into each young person's academic curriculum.
- Provide the structured time for a young person to think, talk, and write about what he/she did and saw during the service activity.
- Provide young people with opportunities to use newly acquired skills and knowledge in real life situations in their own communities.
- Enhance what is taught in the school by extending youth learning beyond the classroom.
- Help to foster the development of a sense of caring for others.

(Adapted from Kinsley & McPherson, 1995, p. 126)

### 12.2 Examples of Service Learning Projects:

- Youth can organize and implement an active living after school project/program/opportunity for younger children in elementary school or childcare.
- Youth can organize and implement a sustainable community support project/program/opportunity (e.g., at an animal shelter, soup kitchen, food bank, etc.).
- Youth can organize and implement a school betterment project/program/opportunity (e.g., with respect to anti-bullying, sustainable environment, etc.).

### 12.3 The Primary Outcomes for Service Learning

All partners benefit from service learning. It’s a win-win-win situation!

**Learners**

- Increase their capacity for action by making a difference and meeting a real need.
- Develop their self-worth and contribute to their own moral development.
- Feel a sense of connection to their school and to the community.
- Improve their academic skills as they make connections between their learning and the ‘real world’ and are challenged to think critically.

**Schools**

- Gain more engaged learners who are motivated to take responsibility for their own learning.
- Form partnerships as staff, youth and the community work together.
- Pursue educational excellence through an enhanced climate, enriched curriculum, and performance-based evaluation.
Community

- Gains a valuable service as unmet needs are addressed.
- Fosters citizenship as youth become stakeholders, now and in the future.

12.4 Quality Service Learning In Practice

The following are the seven elements that high schools follow to ensure educational quality is maintained during service learning projects. Projects will vary in depth and scope; therefore, it is important not to lose sight of the intended outcomes and benefits of service learning. (adapted from the National Youth Leadership Council, 1998; Standards of Quality for School-based and Community-based Service Learning, Alliance for Service-Learning in Education Reform, 1995)

1. **INTEGRATED LEARNING:** The service learning project clearly demonstrates the knowledge to be learned, skills that will be developed, and community values that will be gained. The academic content is strongly connected to the service being performed. The life skills that are learned in the community are integrated back into the classroom.

2. **YOUTH VOICE:** For service learning to be effective, the youth must be active in the selection and planning of the project. As well, youth are to participate in the implementation of the project, the reflection sessions, and the evaluation of the project. The instructor should take special care to ensure that the participant is able to celebrate the project in a manner appropriate for them. The instructor should also ensure that the project contains roles and tasks that are appropriate to the individuals’ abilities.

3. **COMMUNITY:** Through the implementation of the service project, the youth are made aware of the impact they are making within their community. The goal is for youth to promote the responsibility to care for others and to continue the practice of contributing to the community.

4. **EFFECTIVE SERVICE:** The service project must be in response to an actual community need. The need should be recognized by the community, and not just by the youth. The instructor should ensure that the project is well organized before implementation. It is important to note that the project should be age-appropriate. Therefore, before projects are approved, the instructor, with the youth, determines the outcomes for the youth and the community.
5. **COLLABORATION**: Quality projects are a collaboration between youth, parents, community partners, teachers and the community members who are being served. Everyone involved should contribute to as many phases of the project as possible.

6. **REFLECTION**: This is a crucial element to the quality of a service learning project. A highly effective project could lose all meaning if the instructor does not facilitate reflection. Reflection allows the youth to make connections between the service experience and the curriculum. Reflection is not just an after-the-event activity. Proper reflection is a process that is rooted in learning. Therefore, reflection should be planned at the beginning, during, and at the completion of the project.

7. **EVALUATION**: For a meaningful evaluation of service learning projects, the youth, recipients of the service and the instructor should be involved in the process. As a project is being planned, the evaluation framework should be designed to complement the project. The evaluation should be a measure of academic progress and service goals.

12.5 **Example of a Youth Proposal Form**

**Make a Difference**

"No one is useless in this world who lightens the burden for someone else." – Ben Franklin

**Project Participants:**

How did you discover this project?

**Project Proposal:**

What are the learning expectations of this project?

In what ways will this project positively impact the school or community?

What do you foresee as the main obstacles preventing you from implementing your project?

What are the resources needed for this project?
What is the timeline for the project:

Contact Person(s)___________________________________________________
Phone #_____________________

Parent signature_______________________________________________

Youth signature______________________________________________

Instructor's approval____________________________________________

Proposed Due Date: _________________________


Several teaching strategies have been included in the PYDC modules and are provided in the Resource Guides of the specific Units in which they are recommended. A summary of these strategies and others that may be of assistance to instructors are provided below:

1. **Think-Pair Share** - Number each student 1 and 2. In pairs have students think about the topic, performance or their response to an issue. Have them pair their responses with one another pair. Have them share what they know or can do with the group as a combined statement. Record the point and from a class, determine what is in common with their thinking and what is an outlier that might be worth exploring.

2. **3-2-1** - This is a simple approach when introducing a new topic. On a sheet of paper have them break this up into thirds. In the first 1/3 students list 3 important things they know. In the second 1/3 have them list 2 Ideas that I can show some else. And in the final 1/3 have the students state 1 Topic I would like to explore more.

3. **Human Graph** - Draw a line on the floor (masking tape) with incremental marks or use webbing or rope (from the initiatives) with incremental knots evenly spaced along the line. After a topic or skill set the instructor can ask participants to place themselves along the line where they feel they are best placed: GOT IT, Getting it, almost got it, trying to get it, hoping to get it, wishing to get it? **Variation:** the teacher can place marks along the line as follows: strongly agree, agree, somewhat agree neutral, somewhat disagree, disagree, strongly disagree.

4. **K-W-L** - This activity is simple and effective for starting a new topic. The teacher asks: What does the participant know about the topic? What do they want to know? OR what do they still want to know? And at the end of the lesson: What did they learn? This strategy can be used to open the lesson, check in on the learning as the lesson unfolds, and as a check in at the end to see what was gained by the students as the lesson draws to a close.

5. **P(+) M(-) I(?)** - For more active based lessons **PMI** provides a verbal check for students to provide feedback. The teacher asks: **P**—What was positive about your skill performance? **M**—What was a negative or drawback in accomplishing a skill set/understanding content? **I**—What are you interested in pursuing within the skill set/understanding content?

6. **Exit Slip (also known as Ticket to Leave)** - Before a break or lunch or end of class give each participant an exit slip or ticket. They are to record what they feel they have learned well and on the
other side record what they feel is unclear or still a struggle. With the class permission, the statements can be presented the next class as a focal point or as a means to explore a topic in detail. The slips should be submitted without names.

7. **Broken Quotes**

*Version 1:* Give participants a slip of paper containing partial sentences based on content information from the course. For example: “To meet the safety expectations for working in the community every student must ….” They fill in the rest with what they know.

*Version 2:* Give participants a slip of paper containing partial sentences based on content information from the course. One participant will have half of the sentence and they must find their matching half within the group. When they find their match they inform the overall group.

8. **Four (4) Corners** - The teacher begins with a statement, an issue, or a question. Participants will then move themselves to a corner that they feel best represents what captures their understanding. In their cornered they discuss their responses and report to the group. You can modify this to have two, three, five, six, seven and so on corners. But 4 corners usually provides enough variation to break a group into smaller discussion units. Give each of the smaller groups time to discuss their corner’s focus and prepare a presentation as to WHY they selected their corner and what they know for sure after discussing their point with the rest of the small group. Allow for a few minutes at the end for the other groups to raise questions for further response or clarity; not for argument.

9. **Taking the Temperature** - A quick and easy way to determine how participants are receiving the lesson or for a class to express how they feel they are learning. Create an outline of a thermometer on the whiteboard. The HOT position is feeling good about the topic, WARM is fine with a piece or two that are still challenging, COLD is frustration within the topic. You can allow students to use post it notes that captures their statement (name or not on the back) and they post their note in the thermometer where they feel they are at. OR have them come up and place a check mark where they are in the thermometer.

10. **Stop/Start/Continue** - This strategy allows students to have voice in the instructional flow. On slips of paper, no names, they tell you what they want you to stop doing as a teacher, what need to do to start to make the learning a better—quality experience for them, and what you need to continue doing—because its working! Courage and ego will allow us to grow as teachers! This feedback provides motivation for students and direction for future lessons.
11. **Word Splash**

**Version 1:** On chart paper list all the words that you will be using in the lesson and have the students select a word they are familiar with for explaining. This assesses where students are at in their knowing.

**Version 2:** On a piece of chart paper have students list words they feel they understand very well or can perform very well. Have them list these terms.

12. **Save the last word for me** - During closing of a topic or lesson have the students answer the following: agree with? Disagree with? Confirmed for yourself? Discovered new for yourself? Want to say something about? This can be shared in large groups or as partners. Or this can be listed on slips of paper, placed in the class thinking cap and presented as a closure or a way to introduce the next class.

13. **CPR** - A positive teaching strategy that provides a specific Compliment for the participant, specific positive direction for what needs to be Practiced, and patient Review once the instructor has observed the participant performance. The Review should highlight the qualities that the teacher is looking for. This strategy provides positive and direct feedback that builds self esteem for the students.

14. **10 to 2: Listen and Pause and Repeat** - After any segment of direct instruction (effective lecture mode is limited to 10 minutes), the teacher allows for a two-minute PAUSE. In trios (triads are an effective small group number), the instructor requests a response to a controversial question or a debatable point that is not easily resolved. From one of the groups, they present their 2 minute discussion as a succinct point. At the end the other groups can challenge or question any of the summations. If all the groups run out of things to say, you can then allow the triads to question the teacher for clarification or points of reference. 10-2 helps break up lectures or long stints of direct instruction.

15. **Snowball** – Students are asked about their opinions or their reaction to a concept. They write it down on a piece of paper, signing their names at the end of it and crumple up the paper. They then form a circle and have a “snowball” fight (head shots are not permitted). This lasts for about a minute. At the conclusion, each student picks up a piece of paper. They reform the circle and each student reads what is written on their “snowball” and gives credit to the writer.

16. **Carousel** – Divide the class into groups of three or four. Write one question for each group on separate pieces of chart paper and tape the chart paper around the room where students will be able to gather in front of the paper and write easily on it. Have each group go to a piece of paper and give them four or five minutes at each piece of paper, asking them to write down as much as they can.
about the question or comment. When it is time to move, have each group move clockwise to the
next question or comment and again, give them a few minutes to brainstorm for answers. As the
groups move they may not need as much time to add new comments to the papers. You may also
need to ensure that there is more than one piece of paper at each station. Make sure each group has
a marker to take with them as they move around the questions. The result will be pages filled with
ideas and solutions to the questions or comments on the papers. They are useful in stimulating
further class discussion.

17. **Perspective Pointer** – Students have either expressed their position on something or completed a
role play. One person then points a flashlight and the student who is “in the light” speaks from the
perspective of the student pointing the flashlight.

18. **2 Cents Worth** – Each student receives two pennies. A student puts a penny in the middle of the
circle each time that he/she speaks. Once a student’s pennies are used up, he/she is not permitted to
speak until all students have used their pennies.

19. **Fish Bowl** – A smaller number of students gather at the centre of the room to discuss a topic, event
or concept that they are very familiar with. They discuss it while people on the outside listen. People
on the outside can have input but only by writing notes that are passed on to the inner circle to
discuss or answer a question.

20. **Graffiti Wall** – This is a creative, brainstorming process that involves collecting the ideas of all or
most of the participants. It starts by placing participants in groups of three or four and providing a
large piece of paper for each group. Each piece of paper has a topic (same or different) in the
middle. The participants get 30 seconds to think and then 60 – 90 seconds to individually, but
simultaneously, record their thoughts on the paper. They then stop, stand up, and proceed as a
group to a different piece of paper. Again, they write their ideas. They continue until each group has
visited each of the other groups. When they return to their original group they now have the
collective views of all of the participants. Considerations: Use coloured markers. It makes it more
interesting and encourages participants to stay focused and not write something inappropriate. If the
inappropriate comment is green and only three people have green markers, it makes it easier to be
the detective. Remind the participants to not take time to read the other responses. Whether or not
they write the same thing is irrelevant. In fact, it might suggest that the idea is important.

(adapted from Bennett and Rolheiser. pp. 174 – 175)

21. **Talking Circles** - The Talking Circle is a traditional process of Canadian First Nations that has
been adapted for teaching. It can be used to combine emotional and cognitive dynamics in order to
surface students’ underlying beliefs, opinions, and values about particular issues. The guidelines are:
• Youth and instructors sit in a circle
• A sacred or meaningful object is passed respectfully from person to person
• The person holding the object shares whatever is on his/her mind about the issue
• Only the person with the object may speak
• The holder of the object receives the complete attention and respect of all participants as all others listen
• There is no cross-talk and no comments

22. 3 Step Interview – Students form base groups of three. The group consists of an interviewer, an interviewee and a writer. Each group receives a handout. The group is asked a synthesizing question, for an overall idea or a simple question. The interviewer asks the question, the interviewee answers and the writer records the answer. The roles are rotated until everyone has assumed each role.

23. Alphabet Game - Give each group of three or four students a piece of paper and ask them to write the alphabet down one side of the paper. Using a topic being studied in class, ask the students to create an alphabet using terms or phrases related to the topic. Each letter can have more than one word and some letters may not have a word, depending on the topic and the grade level of the students. Encourage the students to fill in as many of the letters as possible. Younger students may draw items for each letter.

The following are other, fairly self explanatory, teaching strategies:

1. Brainstorming
2. Sorting
3. Role playing
4. Storytelling
5. Case studies/scenarios
6. Surveys/interviews
7. Resource person/expert
8. Small group discussion
9. Dance, music, drama, art
10. Movement exercises
11. Creative writing/expressions
12. Documentary
13. Debate
14. Games
15. Field Trip
16. Video presentation
APPENDIX B: GROUP ASSESSMENT TOOLS

Jacob's Tool Kit:
http://jacobsfoundation.org/publications/jf-publications/

(US)
National CASA (Court Appointed Special Advocates) Life Skills Assessment

(US)
Washington State Dept. of Health & Social Services – Life Skills Inventory
http://www.dshs.wa.gov/pdf/ms/forms/10_267.pdf

($55)
Career & Life Explorer

Admin Guide:

($3/paper copy or $495 for computer copy)
DUSI-R
https://knowledgex.camh.net/amhspecialists/Screening_Assessment/screening/screen_CD_youth/Pages/DUSI_DUSIR.aspx

also:
http://www.yourhealthcheck.org/organization/dusi
### APPENDIX C: INDEX OF TRACKS AND RESOURCE MATERIALS

<table>
<thead>
<tr>
<th>Track 1 – Confidence</th>
<th>Module</th>
<th>Outcomes</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit – Understanding Self</td>
<td>1</td>
<td>Explore and identify factors within self which lead to healthy relationships</td>
<td>25</td>
<td>Defining &amp; identifying different types of values (honesty, kindness, courage) &lt;br&gt; Resource Guide 5 - 30 &lt;br&gt; Positive self (self-esteem) &lt;br&gt; Resource Guide 31 - 46</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Identify, express and respond to our emotions</td>
<td>26</td>
<td>Defining emotions &amp; the different types (sadness, happiness, guilt, anger) and – Resource Guide 47 - 64 &lt;br&gt; Responding to our emotions (and other’s emotions) &lt;br&gt; Resource Guide 65 - 78</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Analyze the influences that impact on personal, social and development (media, peers, family, significant others, community)</td>
<td>27</td>
<td><a href="http://student.plattsburgh.edu/fish8435/lessonplans_mediainfluences.htm">http://student.plattsburgh.edu/fish8435/lessonplans_mediainfluences.htm</a> (Meeks) “Analyze Influences on Health”</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Manage and control emotions (and our responses to other’s emotions)</td>
<td>28</td>
<td>Managing and controlling our emotions &lt;br&gt; Resource Guide 79 - 81 &lt;br&gt; Dealing with negative emotions &lt;br&gt; Resource Guide 82 - 103 &lt;br&gt; Identifying responses/behaviours to “being in love”</td>
</tr>
</tbody>
</table>
### Track 1 – Confidence
#### Unit – Understanding Self

<table>
<thead>
<tr>
<th>Module</th>
<th>Outcomes</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Recognize risks to mental and emotional well-being and the importance of developing a strong self-concept</td>
<td>28</td>
<td>Identifying our own self-worth</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 107 - 120</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identifying individuals with admirable values</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 121 - 124</td>
</tr>
<tr>
<td>3</td>
<td>Manage and control emotions (and our responses to other’s emotions)</td>
<td>29</td>
<td>Self-esteem post-test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 126</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Toot my horn</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 125</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Self-esteem building</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 127 - 129</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A Pat on the Back</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 130 - 131</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What is Love</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 104 - 106</td>
</tr>
<tr>
<td>3</td>
<td>Recognize the relationship between self-concept (perception of self) and mental emotional well-being</td>
<td>29</td>
<td>“Oh Henry” and “Managing emotions gallery walk”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 79 - 81</td>
</tr>
<tr>
<td>3</td>
<td>Identify the rights and responsibilities of a child</td>
<td>30</td>
<td>How will you respond?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 132 - 133</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>UN Convention on the rights of a child</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 134 - 139</td>
</tr>
</tbody>
</table>
### Track 1 – Confidence
#### Unit – Understanding Self

<table>
<thead>
<tr>
<th>Module</th>
<th>Outcomes</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Peer teach youth in younger age bands about their heroes (individuals with values they admire)</td>
<td>31</td>
<td>Identifying individuals with admirable values</td>
</tr>
</tbody>
</table>

**Resources**

  Resource Guide 140
- Case studies of human rights violations from around the world http://www.bbc.co.uk/worldservice/people/features/ihavearightto/

### Track 2 – Connection
#### Unit – Understanding Myself with Others

<table>
<thead>
<tr>
<th>Module</th>
<th>Outcome</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify strategies for fostering positive behaviours in the school, home, and community</td>
<td>36</td>
<td>Defining communication &amp; identifying different approaches (passive, aggressive, assertive)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 5 - 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“How to respond to situations”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 7 - 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Developing cooperation skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 17 - 24</td>
</tr>
<tr>
<td>Module</td>
<td>Outcome</td>
<td>Page</td>
<td>Resources</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Determine the difference between healthy and unhealthy relationships and develop strategies to maintain healthy relationships</td>
<td>37</td>
<td>Healthy and unhealthy relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 25 - 28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unhealthy relationship web</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 140 - 141</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Friendship characteristics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 29 - 36</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Steps in problem solving”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 37 - 38</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Developing listening skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 39 - 48</td>
</tr>
<tr>
<td>1</td>
<td>Demonstrate knowledge and skills to cope with violence at home, school, and in relationships</td>
<td>38</td>
<td>What is violence?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 49</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cycle of relationship violence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 50</td>
</tr>
<tr>
<td>1</td>
<td>Demonstrate skills to cope with peer pressure and managing stressful life events</td>
<td>39</td>
<td>Communication styles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide 51 - 56</td>
</tr>
<tr>
<td>Module</td>
<td>Outcome</td>
<td>Page</td>
<td>Resources</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------------------------------</td>
<td>------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td><strong>Identify resource people and places in the school and community and how to seek their professional support</strong></td>
<td>39</td>
<td><strong>Peer pressure</strong>&lt;br&gt;Resource Guide 37 - 64</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bullying surveys, scenarios and strategies&lt;br&gt;Resource Guide 65 - 72</td>
</tr>
<tr>
<td>2</td>
<td><strong>Describe and analyze factors that contribute to the development of unhealthy relationships and develop strategies to deal with unhealthy relationships</strong></td>
<td>40</td>
<td><strong>Prejudice &amp; discrimination</strong>&lt;br&gt;Resource Guide 99 - 100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bullying (causes, effects, &amp; solutions)&lt;br&gt;Strategies to Stay Bully Free&lt;br&gt;Bullying Prevention&lt;br&gt;Resource Guide 101 - 124</td>
</tr>
<tr>
<td>2</td>
<td><strong>Demonstrate skills and knowledge to prevent the escalation of violence at home, school, and the community</strong></td>
<td>41</td>
<td><strong>Boundaries</strong>&lt;br&gt;Resource Guide 125 - 133</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Power and violence</strong>&lt;br&gt;Resource Guide 134 - 141</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Alternatives to Aggression</strong>&lt;br&gt;Resource Guide 142</td>
</tr>
<tr>
<td>Module</td>
<td>Outcome</td>
<td>Page</td>
<td>Resources</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------------------</td>
<td>------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Apply effective problem-solving and decision-making skills to make safe and healthy choices.</td>
<td>41</td>
<td>Steps to employ when making decisions&lt;br&gt;Resource Guide 143 - 156&lt;br&gt;Making decisions using the SOCA model&lt;br&gt;Resource Guide 157 - 158</td>
</tr>
<tr>
<td>2</td>
<td><strong>Demonstrate skills</strong> to cope with peer pressure and managing stressful life events</td>
<td>42</td>
<td>Assertiveness&lt;br&gt;Responding to Peer Pressure&lt;br&gt;Resource Guide 159 - 174</td>
</tr>
<tr>
<td>3</td>
<td>Design and implement strategies for fostering positive behaviours in the school, home, and community</td>
<td>43</td>
<td>Communication Skills&lt;br&gt;Resource Guide 182 - 190</td>
</tr>
<tr>
<td>3</td>
<td>Critically examine how relationships can be affected by personal prejudices and biases&lt;br&gt;Advocate for the acceptance and inclusion of persons from diverse groupings at all levels of society.</td>
<td>43</td>
<td>Resource Guide 99 - 100</td>
</tr>
<tr>
<td>3</td>
<td>Collaborate with community and societal programmes/activities that steer individuals away from risky behaviour and situations</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>Outcomes</td>
<td>Page</td>
<td>Resources</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------</td>
<td>------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Examine perceptions of drug use</td>
<td>48</td>
<td>Youth Discussion Guide: Thematic Overviews, Activities and Links</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Perceptions of drug use (section one)</td>
</tr>
<tr>
<td>1</td>
<td>Identify different types of drugs and explore their consequences</td>
<td>48</td>
<td>Resource Guide Pages 5 - 15</td>
</tr>
<tr>
<td>1</td>
<td>Examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels, performs</td>
<td>49</td>
<td>Youth Discussion Guide: Thematic Overviews, Activities and Links</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Influences of drug use (section two)</td>
</tr>
<tr>
<td>2</td>
<td>Identify different types of drugs and explore their impact health and behavior (on self and others)</td>
<td>49</td>
<td>Resource Guide Pages 16 - 28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Youth Discussion Guide: Thematic Overviews, Activities and Links</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(United Nations)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Consequences of drug use (section five)</td>
</tr>
<tr>
<td>2</td>
<td>Identify the various ways media (print, electronic) portray drugs and drug use and consider these implications on teenage behaviour</td>
<td>49</td>
<td>Youth Discussion Guide: Thematic Overviews, Activities and Links</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What is Vulnerability? (section two)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(page 7)</td>
</tr>
</tbody>
</table>
### Track 3 – Character Unit - Drug Awareness

<table>
<thead>
<tr>
<th>Module</th>
<th>Outcomes</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><em>Demonstrate skills to avoid high-risk situations and pressure to use alcohol and other illegal substances</em></td>
<td>50</td>
<td>Resource Guide Pages 29 - 32</td>
</tr>
</tbody>
</table>

### Track 3 – Character Unit - Making Choices for Healthy Minds and Bodies

<table>
<thead>
<tr>
<th>Module</th>
<th>Outcomes</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>Recognition of how emotions can impact food selection and how these choices can impact emotional and physical development.</em></td>
<td>54</td>
<td>“The effects of childhood eating patterns” and “Food marketing” Resource Guide 4 - 20</td>
</tr>
<tr>
<td>Module</td>
<td>Outcomes</td>
<td>Page</td>
<td>Resources</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
<td>------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Develop resilience for coping with adverse situations (death, grief, rejection, and separation)</td>
<td>55</td>
<td>Resource Guide Pages 40 - 55</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elementary Mental Health Kit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jr High Mental Health Kit</td>
</tr>
<tr>
<td>Module</td>
<td>Outcomes</td>
<td>Page</td>
<td>Resources</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
<td>------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
  Be Your Own Hero  
  Resiliency: Thriving in Adversity  
  Alberta Health Services: Be Your Own Hero (Grade 11)  
| 1      | Identify and understand mental illness                                   | 56   | What is Stigma and How Does it Affect Us  
  Resource Guide Pages 56 - 67                                                                                                                |
| 2      | Evaluate personal food choices and identify strategies to maintain optimal nutrition when eating | 57   | “My plate food guide”  
  “Adolescent and school health: Nutrition”  
  [http://www.cdc.gov/healthyyouth/nutrition/facts.htm](http://www.cdc.gov/healthyyouth/nutrition/facts.htm)  
  Resource Guide 28 - 32  
  Risks for developing eating disorders  
  Resource Guide 87 - 91                                                                                                                       |
<table>
<thead>
<tr>
<th>Module</th>
<th>Outcomes</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 2      | Describe characteristics of persistent negative feeling states; e.g., depression, mood disorders | 58   | Mental Health Training For Teachers  
http://teenmentalhealth.org/images/resources/English_Teachers_training.pdf  
Elementary Mental Health Kit  
Jr High Mental Health Kit  
National Institute of Mental Health (NIMH) website  
Depression: Signs & Symptoms  
https://www.nimh.nih.gov/health/topics/depression/index.shtml#part3  
Resource Guide Pages 92 - 107 |
Youth Discussion Guide: Thematic Overviews, Activities and Links  
Prevention of drug use (section six) (activity on p. 24)  
Optional: Treatment of drug use abuse  
### Track 3 – Character
#### Unit - Making Choices for Healthy Minds and Bodies

<table>
<thead>
<tr>
<th>Module</th>
<th>Outcomes</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Describe how physical activity can replace the “high” from drugs</td>
<td>59</td>
<td>Resource Guide Page 108 - 111</td>
</tr>
</tbody>
</table>

### Track 3 – Character
#### Unit - Sexual Health

<table>
<thead>
<tr>
<th>Module</th>
<th>Outcomes</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explore personal experiences, attitudes, and feelings about the roles that boys and girls are expected to play</td>
<td>63</td>
<td>Resource Guide Pages 6 - 13</td>
</tr>
<tr>
<td>1</td>
<td>Demonstrate knowledge of factors (healthy sexual development, responsible and safe relationships, and freedom of choice) that influence reproductive health and ways to respond to these influences (pressures)</td>
<td>64</td>
<td>Resource Guide Pages 14 - 25</td>
</tr>
</tbody>
</table>
| 1      | Demonstrate awareness and knowledge of physical, emotional, and cognitive changes that occur during puberty and responding to the changes                                                                  | 65   | Human reproductive system and changes in puberty Resource Guide Pages 26 - 25

- Personal hygiene such as oral care, bodily care, hair and nail care
  - Resource Guide Pages 46 - 48
<table>
<thead>
<tr>
<th>Module</th>
<th>Outcomes</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify the risks and consequences of teenage pregnancy</td>
<td>66</td>
<td>Teen Health website <a href="http://kidshealth.org/teen/sexual_health/contraception/contraception.html">http://kidshealth.org/teen/sexual_health/contraception/contraception.html</a></td>
</tr>
<tr>
<td>1</td>
<td>Identify the risks, contraction, symptoms, effects, treatment and prevention of HIV/AIDS and STIs</td>
<td>67</td>
<td>Resource Guide Pages 49 - 74 and Activity on spread of AIDS &amp; STIs <a href="http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/224?task=view">http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/224?task=view</a></td>
</tr>
<tr>
<td>Module</td>
<td>Outcomes</td>
<td>Page</td>
<td>Resources</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2      | Identify methods of contraception to prevent pregnancy e.g., abstinence, condom, birth control pills                                    | 68   | Abstinence  
*Resource Guide Page 185 - 190*  
Methods of contraception  
*Resource Guide Page 178 - 184*  
Planned Parenthood  
| 2      | Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship                       | 68   | Video Mom at Sixteen  
From Catholic Christian Life Skills  
- For denominational schools |
| 2      | Demonstrate knowledge of factors (healthy sexual development, responsible and safe relationships, and freedom of choice) that influence reproductive health and ways to respond to these influences (pressures) | 68   | Healthy and unhealthy relationships  
*Resource Guide Pages 116 - 127*  
Delaying sexual relationships and communicating your wishes  
*Resource Guide Pages 128 - 144*  
Risk game  
*Resource Guide Pages 145 – 149* |
| 2      | Identify risk and protective factors of violence and strategies to protect self from physical violence and abuse                     | 69   | Glencoe.com (Glencoe Health Texas Edition (2005) AVAILABLE ON AMAZON  
Sexual assault and violence  
*Resource Guide Pages 150 - 172* |
<table>
<thead>
<tr>
<th>Module</th>
<th>Outcomes</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><em>Identify the risks, contraction, symptoms, effects, treatment and prevention of HIV/AIDS and STIs and the risks and consequences of getting pregnant</em></td>
<td>70</td>
<td>Risks and safe practices <a href="http://www.itvs.org/educators/collections/half-the-sky/lesson_plans/gender-based-violence">Resource Guide Pages 173 - 184</a></td>
</tr>
<tr>
<td></td>
<td><em>Note: Some content is not appropriate for denominational schools</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><em>Demonstrate knowledge of factors (healthy sexual development, responsible and safe relationships, and freedom of choice) that influence reproductive health and ways to respond to these influences (pressures)</em></td>
<td>70</td>
<td>Abstinence <a href="http://www.itvs.org/educators/collections/half-the-sky/lesson_plans/gender-based-violence">Resource Guide Pages 185 - 190</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gender roles in relationships <a href="http://www.itvs.org/educators/collections/half-the-sky/lesson_plans/gender-based-violence">Resource Guide Pages 195 - 203</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Scenarios (note: instructor should tailor this material to Belizean teens)</td>
</tr>
<tr>
<td>Module</td>
<td>Outcomes</td>
<td>Page</td>
<td>Resources</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>------</td>
<td>-----------</td>
</tr>
<tr>
<td>3</td>
<td>Think critically about the causes and consequences gender-based violence and identify approaches to challenge its existence</td>
<td>71</td>
<td>Gender violence <a href="http://gentext.blogs.uv.es/files/2011/05/GV_lesson_plan_SC.pdf">http://gentext.blogs.uv.es/files/2011/05/GV_lesson_plan_SC.pdf</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module</th>
<th>Outcomes</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module</td>
<td>Outcomes</td>
<td>Page</td>
<td>Resources</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
<td>------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Recognize and act on the risks associated with memberships in gangs and use of guns</td>
<td></td>
<td>Resource Guide Pages 6 - 12</td>
</tr>
<tr>
<td>2</td>
<td>Explore personal experiences, attitudes, and feelings about poverty and violence</td>
<td>77</td>
<td>UNICEF <a href="http://teachunicef.org/explore/topic/poverty">http://teachunicef.org/explore/topic/poverty</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide Pages 6 - 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poem “And” by Kalilah Enriquez</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide Page 13</td>
</tr>
<tr>
<td>2</td>
<td>Identify signs associated with youth who have experienced or witnessed violent behaviour and employ strategies to support these youth.</td>
<td>80</td>
<td><a href="http://www.camh.ca/en/education/about/camh_publications/Pages/growing_resilient.aspx">http://www.camh.ca/en/education/about/camh_publications/Pages/growing_resilient.aspx</a></td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate responsibility to my local community by employing strategies to reduce violence</td>
<td>80</td>
<td><a href="http://www.camh.ca/en/education/about/camh_publications/Pages/growing_resilient.aspx">http://www.camh.ca/en/education/about/camh_publications/Pages/growing_resilient.aspx</a></td>
</tr>
</tbody>
</table>
### Track 4 – Caring
Unit - Reaching Out

<table>
<thead>
<tr>
<th>Module</th>
<th>Outcomes</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Resource Guide Pages 14 - 18</strong></td>
</tr>
<tr>
<td>3</td>
<td>Peer teach youth in younger age bands about poverty and violence in their communities</td>
<td>81</td>
<td>UNICEF <a href="http://teachunicef.org/explore/topic/poverty">http://teachunicef.org/explore/topic/poverty</a></td>
</tr>
</tbody>
</table>

### Track 5 – Competence
Unit - Careers and Entrepreneurship

<table>
<thead>
<tr>
<th>Module</th>
<th>Outcome</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 1      | Create a personal portfolio showing evidence of interests, assets, and skills; e.g., certificates of participation | 86   | Choosing a career
  **Resource Guide Pages 5 -11**
  Assessment of personal interests and abilities
  **Resource Guide Pages 12 - 25**
  Career Work value surveys
  **Resource Guide Pages 26 - 29**
  Creating a Portfolio
  **Resource Guide Pages 30 - 34** |
| 1      | Examine factors that may influence future life role/education/career plans; technology, role models | 87   | Factors that Influence Salary
  **Resource Guide Pages 35 - 36**
  Career Stereotypes |
<table>
<thead>
<tr>
<th>Module</th>
<th>Outcome</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide Pages 37 - 41</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Careers in Belize</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide Page 104</td>
</tr>
<tr>
<td>1</td>
<td>Develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills</td>
<td>87</td>
<td>Goal Setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide Pages 42 - 49</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Track 2 Resource Guide 175 - 181</td>
</tr>
<tr>
<td>1</td>
<td>Identify and acquire employability skills such as teamwork, problem solving, and organization</td>
<td>87</td>
<td>Employability</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide Pages 50 – 51</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Team Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide Page 52 - 53</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Problem solving</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide Pages 54 - 56</td>
</tr>
<tr>
<td>2</td>
<td>Investigate, interpret, and evaluate career information and opportunities, using a variety of sources; e.g., internet, mentors, media, informational interviews</td>
<td>88</td>
<td>Different types of careers/jobs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide Pages 57 - 62</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Informational Interviewing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide Pages 63 - 66</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>also see</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.damngood.com/workbooks/highschool.pdf">www.damngood.com/workbooks/highschool.pdf</a></td>
</tr>
<tr>
<td>2</td>
<td>Update a personal portfolio showing evidence of interests, assets, and skills; and relate evidence to knowledge and skills required by various career paths</td>
<td>88</td>
<td>Who am I and what skills can I offer?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource Guide Pages 67 - 86</td>
</tr>
<tr>
<td>Module</td>
<td>Outcome</td>
<td>Page</td>
<td>Resources</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------------------</td>
<td>------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2      | Refine personal goals and priorities related to future career paths and investigate (school and work) programs related to potential careers | 89   | Career Planning  
Resource Guide Pages 87 - 88  
| 2      | Apply skills and knowledge to create a personal and family budget       | 89   | Making a budget  
https://www.practicalmoneyskills.com/foeducators/lesson_plans/highschool.php  
Resource Guide Pages 105 – 114                                                                                                       |
| 3      | Extend and improve on a personal portfolio showing evidence of interests, assets, and skills; e.g., certificates of participation | 90   | See resources from age band 14-15 for cover letters and resumes  
Interview questions  
http://www.interactiontalks.com/jobs-for-teenagers-answering-interview-questions/  
Interview tips  
http://kidshealth.org/teen/school_jobs/jobs/tips_interview.html                                                                 |
| 3      | Identify characteristics of entrepreneurs and how to develop skills required for entrepreneurship | 90   | Introduction to Entrepreneurship  
Resource Guide Pages 89 - 96                                                                                                               |
### Track 5 – Competence
**Unit - Careers and Entrepreneurship**

<table>
<thead>
<tr>
<th>Module</th>
<th>Outcome</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
</table>
|        |         |      | Interests assessments  
|        |         |      | Resource Guide Pages 97 - 100 |
|        |         |      | Employment options  
|        |         |      | Resource Guide Pages 101 - 104 |
|        |         |      | Budgets  
|        |         |      | Resource Guide Pages 105 - 114 |
|        |         |      | Starting a Business  
|        |         |      | Resource Guide Pages 115 - 127 |
|        |         |      | Marketing & advertising  
|        |         |      | Resource Guide Page 128 |
|        |         |      | Your Money  
|        |         |      | Resource Guide Pages 129 - 132 |
| 3      | Peer teach youth in younger age bands about employability skills and attitudes | 91 | Employability traits  
|        |         |      | Resource Guide Page 133 |
|        |         |      | Peer teaching activities  
|        |         |      | Resource Guide Pages 134 - 140 |
| 3      | Select a career/job of interest and have the youth experience the position | 91 | Contact local businesses in order for youth to experience a day in the life of a … (select a job/career) |

### Track 6 – Creativity
**Unit - The Art of Creative Collaboration**

<table>
<thead>
<tr>
<th>Module</th>
<th>Outcomes</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 1      | Create a portfolio showing evidence of interests, assets and skills | 96 | Choosing a career  
|        |          |      | Resource Guide Pages 5 - 6  
<p>|        |          |      | Resource Guide Track 5 Pages 5 - 25 |</p>
<table>
<thead>
<tr>
<th>Module</th>
<th>Outcomes</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 2      | Create a personal portfolio showing evidence of interests, assets, and skills (if youth have not yet completed this outcome)  
Revisit the portfolio and select an interest/ability (e.g., in art, music, drama, dance, writing, cooking, craft making, embroidery) to more deeply and creatively explore | 97 | Choosing a career  
Resource Guide Pages 5 - 6  
Resource Guide Track 5 Pages 5 - 25  
Creating a Portfolio  
Resource Guide Track 5 Pages 30 - 34  
How to develop a Concept Map  
Resource Guide Pages 7 - 20  
Selected stories “Dare to Follow Your Dream;” “We Came As Champions” “Youth! Wake Up!” |
| 3      | Create a personal portfolio showing evidence of interests, assets, and skills (if youth have not yet completed this outcome)  
Revisit the portfolio and select an interest/ability (e.g., in art, music, drama, dance, writing, cooking, craft making, embroidery) to more deeply and creatively explore | 98 | Choosing a career  
Resource Guide Pages 5 - 6  
Resource Guide Track 5 Pages 5 - 25  
Creating a Portfolio  
Resource Guide Track 5 Pages 30 - 34 |
### Track 6 – Creativity
Unit - The Art of Creative Collaboration

<table>
<thead>
<tr>
<th>Module</th>
<th>Outcomes</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read Excerpts from the book by Belizean writer and activist, Eladio Aragon titled “In the Flow of Eternity” (2010). e.g., “Dare to Follow Your Dream;” “We Came As Champions” “Youth! Wake Up!”</td>
</tr>
</tbody>
</table>

---

### Track 7 – Citizenship
Unit – Scholarly Development

<table>
<thead>
<tr>
<th>Module</th>
<th>Outcomes</th>
<th>Page</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 1      | Develop improved organizational and study strategies/skills by analyzing the different ways individuals learn; e.g. determine learning styles, personal learning style                                          | 104  | Time Management and Study Skills  
Resource Guide Pages 4 - 9  
and  
http://clusterfie.epn.edu.ec/ibernal/complemento/TimeManagement/TMActivity.htm  
Effective communication  
Resource Guide Pages 10 - 11  
Learning styles  
Resource Guide Pages 7 – 8, 12 - 19  
Responsibility log  
Resource Guide Pages 20 - 21  
Approaches to cooperative learning  
Resource Guide Pages 22 - 24 |
<table>
<thead>
<tr>
<th>Module</th>
<th>Outcomes</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Study skills and note taking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide Pages 6 - 7, 25 - 49</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Study skills for Academic writing – Learning Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.testtakingtips.com/test/genpost.htm">http://www.testtakingtips.com/test/genpost.htm</a></td>
</tr>
<tr>
<td>1</td>
<td>Revise short and long term goals and priorities based on</td>
<td>Organizational strategies</td>
</tr>
<tr>
<td></td>
<td>knowledge of interests, aptitudes and skills; e.g., personal,</td>
<td>Resource Guide Page 50</td>
</tr>
<tr>
<td></td>
<td>social, leisure, family, community</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Creating short term goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide Pages 51 - 54</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Determine, develop and apply time management strategies/skills to a</td>
<td>Creating year long academic goals</td>
</tr>
<tr>
<td></td>
<td>variety of learning opportunities to establish personal balance; e.g.,</td>
<td>Resource Guide Pages 55–57</td>
</tr>
<tr>
<td></td>
<td>family, school, leisure, volunteer activities</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Time management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide Pages 58–59</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Study Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide Pages 60–74</td>
</tr>
<tr>
<td>2</td>
<td>Revise short and long term goals and priorities based on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>knowledge of interests, aptitudes and skills; e.g., personal,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>social, leisure, family, community</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Identify components of ethical decision making and apply these concepts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to personal decision making</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource Guide Pages 75–82</td>
</tr>
</tbody>
</table>

105

106

107

108
<table>
<thead>
<tr>
<th>Module</th>
<th>Outcomes</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Revise short and long term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>109 Study skills for students</td>
<td><a href="http://www.educationcorner.com/study-skills.html">http://www.educationcorner.com/study-skills.html</a></td>
</tr>
<tr>
<td>3</td>
<td>Use decision making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices</td>
<td>110 Resource Guide Pages 87 - 90</td>
</tr>
<tr>
<td>3</td>
<td>Recognize the power of youth teaching youth and working together to share ideas about the importance of setting realistic short and long-term goals</td>
<td>110 Older youth use materials from their own learning and recording of their short and long-term goals. Provide handouts for youth to complete related to academic short and long-term goals. *Perhaps youth can design a game related to goals (with questions that are right and wrong related to meeting a big long-term goal)</td>
</tr>
</tbody>
</table>