

Positive Youth Development Curriculum Knowledge Development Topics

Track – Confidence
Unit – Understanding Self

Module	Outcomes	Page	Resources
1	<i>Explore and identify factors within self which lead to healthy relationships</i>	25	Defining & identifying different types of values (honesty, kindness, courage) <i>Resource Guide 35 - 49</i> Positive self (self-esteem) <i>Resource Guide 50 - 63</i>
1	Identify, express and respond to our emotions	26	Defining emotions & the different types (sadness, happiness, guilt, anger) and – <i>Resource Guide 3 - 21</i> Responding to our emotions (and other’s emotions) <i>Resource Guide 3 - 9</i> <i>Resource Guide 22 - 32</i>
1	<i>Analyze the influences that impact on personal, social and development (media, peers, family, significant others, community)</i>	27	http://student.plattsburgh.edu/fish8435/lessonplans_mediainfluences.htm (Meeks) “Analyze Influences on Health”
2	Manage and control emotions (and our responses to other’s emotions)	28	Managing and controlling our emotions <i>Resource Guide 33 - 41</i> Dealing with negative emotions <i>Resource Guide 43 - 94</i> Identifying responses/behaviours to “being in love”

Module	Outcomes	Page	Resources
			<i>Resource Guide 95 - 97</i>
2	<i>Recognize risks to mental and emotional well-being and the importance of developing a strong self-concept</i>	28	Identifying our own self-worth <i>Resource Guide 98 - 111</i> Identifying individuals with admirable values <i>Resource Guide 112 - 115</i>
3	Manage and control emotions (and our responses to other's emotions)	29	Self-esteem post-test <i>Resource Guide 117</i> Toot my horn <i>Resource Guide 116</i> Self-esteem building <i>Resource Guide 118 - 120</i> A Pat on the Back <i>Resource Guide 121 - 122</i> What is Love <i>Resource Guide 95 - 97</i>
3	<i>Recognize the relationship between self-concept (perception of self) and mental emotional well-being</i>	29	"Oh Henry" and "Managing emotions gallery walk" <i>Resource Guide 123 - 125</i> How will you respond? <i>Resource Guide 126 - 127</i>
3	Identify the rights and responsibilities of a child	30	UN Convention on the rights of a child <i>Resource Guide 128 - 132</i> "Where do you stand activity" from http://www.amnestyusa.org/sites/default/files/pdfs/where_do_you_stand_and_never_again.pdf

Module	Outcomes	Page	Resources
			<i>Resource Guide 133</i> Case studies of human rights violations from around the world http://www.bbc.co.uk/worldservice/people/features/ihavearightto/ The Universal Declaration of Human Rights http://www.un.org/en/documents/udhr/
3	Peer teach youth in younger age bands about their heroes (individuals with values they admire)	31	Identifying individuals with admirable values <i>Resource Guide 112 - 115</i>

Track 2 – Connection
Unit – Understanding Myself with Others

Module	Outcome	Page	Resources
1	Identify <i>strategies for fostering positive behaviours in the school, home, and community</i>	36	Defining communication & identifying different approaches (passive, aggressive, assertive) <i>Resource Guide 4 – 5</i> “How to respond to situations” <i>Resource Guide 6 - 15</i> Developing cooperation skills <i>Resource Guide 16 - 23</i>
1	Determine the difference between healthy and unhealthy relationships and <i>develop strategies to maintain healthy</i>	37	Healthy and unhealthy relationships <i>Resource Guide 24 – 27</i>

Module	Outcome	Page	Resources
	relationships		Unhealthy relationship web <i>Resource Guide 141 - 142</i> Friendship characteristics <i>Resource Guide 28 - 35</i> “Steps in problem solving” <i>Resource Guide 36 - 37</i> Developing listening skills <i>Resource Guide 38 - 47</i>
1	Demonstrate knowledge and skills to cope with violence at home, school, and in relationships	38	What is violence? <i>Resource Guide 48</i> Cycle of relationship violence <i>Resource Guide 49</i> Glencoe.com (Glencoe Health Texas Edition (2005)) http://www.nbisd.org/users/0006/docs/Textbooks/Health/healthchap13.pdf
1	Demonstrate skills to cope with peer pressure and managing stressful life events	39	Communication styles <i>Resource Guide 50 - 53</i> Peer pressure <i>Resource Guide 54 - 63</i> Bullying surveys, scenarios and strategies <i>Resource Guide 64 - 71</i>

Module	Outcome	Page	Resources
1	Identify resource people and places in the school and community and how to seek their professional support	39	Glencoe.com (Glencoe Health Texas Edition (2005) http://www.nbisd.org/users/0006/docs/Textbooks/Health/healthchap13.pdf
1	Apply effective problem-solving and decision-making skills to make safe and healthy choices.	39	Setting Goals and Making Decisions <i>Resource Guide 72 – 97</i> <i>Resource Guide 180 -183</i>
2	Describe and analyze factors that contribute to the development of unhealthy relationships and develop strategies to deal with unhealthy relationships	40	Bullying (causes, effects, & solutions) Strategies to Stay Bully Free Bullying Prevention <i>Resource Guide 98 - 121</i> Prejudice & discrimination <i>Resource Guide 122 - 123</i>
2	Demonstrate <i>skills</i> and knowledge <i>to prevent the escalation of violence at home, school, and the community</i>	41	Boundaries <i>Resource Guide 124 - 134</i> Power and violence <i>Resource Guide 135 - 140</i> Alternative to Aggression <i>Resource Guide 143 - 144</i>
2	Apply effective problem-solving and decision-making skills to make safe and healthy choices.	41	Steps to employ when making decisions <i>Resource Guide 145 - 158</i> Making decisions using the SOCA model <i>Resource Guide 159 - 160</i>

Module	Outcome	Page	Resources
2	Demonstrate skills to cope with peer pressure and managing stressful life events	42	Assertiveness Responding to Peer Pressure <i>Resource Guide 161 - 179</i>
3	<i>Design and implement strategies for fostering positive behaviours in the school, home, and community</i>	43	Communication Skills <i>Resource Guide 184 - 193</i>
3	<i>Critically examine how relationships can be affected by personal prejudices and biases</i> <i>Advocate for the acceptance and inclusion of persons from diverse groupings at all levels of society.</i>	43	<i>Resource Guide 194 - 195</i>
3	<i>Collaborate with community and societal programmes/ activities that steer individuals away from risky behaviour and situations</i>	44	

Track 3 – Character
Unit – Drug Awareness

Module	Outcomes	Page	Resources
1	Examine perceptions of drug use	48	Youth Discussion Guide: Thematic Overviews, Activities and Links http://www.unodc.org/unodc/en/prevention/youth-initiative.html Perceptions of drug use (section one)

Module	Outcomes	Page	Resources
1	Identify different types of drugs and explore their consequences	48	<i>Resource Guide Pages 4 – 14</i>
1	Examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels, performs	49	Youth Discussion Guide: Thematic Overviews, Activities and Links http://www.unodc.org/unodc/en/prevention/youth-initiative.html Influences of drug use (section two)
2	Identify different types of drugs and explore their impact health and behavior (on self and others)	49	<i>Resource Guide Pages 15 - 27</i> Youth Discussion Guide: Thematic Overviews, Activities and Links (United Nations) http://www.unodc.org/unodc/en/prevention/youth-initiative.html Consequences of drug use (section five)
2	Identify the various ways media (print, electronic) portray drugs and drug use and consider these implications on teenage behaviour	49	Youth Discussion Guide: Thematic Overviews, Activities and Links http://www.unodc.org/unodc/en/prevention/youth-initiative.html What is Vulnerability? (section two) (page 7) http://www.hopkinschildrens.org/media-and-adolescent-substance-abuse.aspx
2	<i>Demonstrate skills to avoid high-risk situations and pressure to use alcohol and other illegal substances</i>	50	<i>Resource Guide Pages 28 - 31</i>

Module	Outcomes	Page	Resources
3	Identify different types of drugs and explore their impact on health and behaviour	50	Youth Discussion Guide: Thematic Overviews, Activities and Links http://www.unodc.org/unodc/en/prevention/youth-initiative.html Consequences of drug use (section five)
3	Recognize the power of youth teaching youth and working together to share ideas about drug abuse prevention	50	Youth Discussion Guide: Thematic Overviews, Activities and Links http://www.unodc.org/unodc/en/prevention/youth-initiative.html Consequences of drug use (section six)

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

Module	Outcomes	Page	Resources
1	Recognition of how emotions can impact food selection and how these choices can impact emotional and physical development.	54	<p>“The effects of childhood eating patterns” and “Food marketing” <i>Resource Guide 3 - 19</i></p> <p>“My plate food guide” http://kidshealth.org/teen/food_fitness/dieting/myplate.html</p> <p>“Adolescent and school health: Nutrition” http://www.cdc.gov/healthyyouth/nutrition/facts.htm</p> <p>Making Good Food Choices <i>Resource Guide 20 - 24</i></p> <p>“A food guide for teens”</p>

Module	Outcomes	Page	Resources
			<p><i>Resource Guide 25 - 26</i></p> <p>Nutrients in Food <i>Resource Guide 27 - 30</i></p> <p>Preventing Disease <i>Resource Guide 31 - 36</i></p> <p>Meal Planning <i>Resource Guide 37 - 38</i></p>
1	<i>Develop resilience for coping with adverse situations (death, grief, rejection, and separation)</i>	55	<p><i>Resource Guide Pages 39 - 51</i></p> <p>Elementary Mental Health Kit http://www.albertahealthservices.ca/ps-7344-mhk-elem-manual-high.pdf</p> <p>Jr High Mental Health Kit http://www.albertahealthservices.ca/ps-7344-mhk-jhs-manual.pdf</p> <p>Be Your Own Hero Resiliency: Thriving in Adversity http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade11-byoh-lesson5.pdf</p> <p>Alberta Health Services: Be Your Own Hero (Grade 11) http://www.albertahealthservices.ca/2696.asp</p>
1	Discuss the stigma associated with mental with mental illness and understand the causes and treatment of mental illness	56	<p>What is Stigma and How Does it Affect Us <i>Resource Guide Pages 52 - 63</i></p>

Module	Outcomes	Page	Resources
1	Identify and understand mental illness	56	Talking About Mental Illness <i>Resource Guide Pages 64 - 82</i>
2	Evaluate personal food choices and identify strategies to maintain optimal nutrition when eating	57	“My plate food guide” http://kidshealth.org/teen/food_fitness/dieting/myplate.html “Adolescent and school health: Nutrition” http://www.cdc.gov/healthyyouth/nutrition/facts.htm <i>Resource Guide 27 - 38</i> Risks for developing eating disorders <i>Resource Guide 83 - 87</i>
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 http://www.albertahealthservices.ca/ps-7344-mhk-elem-manual-high.pdf Jr High Mental Health Kit http://www.albertahealthservices.ca/ps-7344-mhk-jhs-manual.pdf National Institute of Mental Health (NIMH) website Depression: Signs & Symptoms https://www.nimh.nih.gov/health/topics/depression/index.shtml#part3

Module	Outcomes	Page	Resources
			<i>Resource Guide Pages 88 - 103</i>
2	Analyze, evaluate and refine personal strategies for managing stress/crises	59	http://teenshealth.org/teen/your_mind/stress_center.html Youth Discussion Guide: Thematic Overviews, Activities and Links http://www.unodc.org/unodc/en/prevention/youth-initiative.html Prevention of drug use (section six) (activity on p. 24) Optional: Treatment of drug use abuse http://www.unodc.org/unodc/en/prevention/youth-initiative.html (section seven)

Track 3 - Character
Unit – Sexual Health

Module	Outcomes	Page	Resources
1	<i>Explore personal experiences, attitudes, and feelings about the roles that boys and girls are expected to play</i>	63	<i>Resource Guide Pages 5 - 12</i>
1	<i>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)</i>	64	<i>Resource Guide Pages 13 - 26</i>
1	<i>Demonstrate awareness and knowledge of physical, emotional, and cognitive changes that occur during puberty and responding to the</i>	65	Human reproductive system and changes in puberty <i>Resource Guide Pages 27 - 46</i>

Module	Outcomes	Page	Resources
	changes		<p>Personal hygiene such as oral care, bodily care, hair and nail care</p> <p><i>Resource Guide Pages 47 – 49</i></p> <p>and</p> <p>http://www.scribd.com/doc/17273759/Personal-Hygiene-A-Lesson-Plan</p>
1	<i>Demonstrate an understanding of the human reproductive system</i>	66	<p><i>Resource Guide Pages 27 – 46</i></p> <p>and</p> <p>http://www.google.cz/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&ved=0CFwQFjAF&url=http%3A%2F%2Fwww.uniview.co.uk%2Fpdf%2F1548HumanReproductionChildbirth.pdf&ei=j2aOU9q1DsPEPL3bgNgN&usg=AFQjCNEaDG187KZJPPv2BZe9sRoAuaRQlg&bvm=bv.68235269,d.ZWU</p>
1	<i>Identify the risks and consequences of teenage pregnancy</i>	66	<p>Teen Health website</p> <p>http://kidshealth.org/teen/sexual_health/contraception/contraception.html</p>
1	<i>Identify the risks, contraction, symptoms, effects, treatment and prevention of HIV/AIDS and STIs</i>	67	<p><i>Resource Guide Pages 50 – 73</i></p> <p>Activity on spread of AIDS & STIs</p> <p>http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/224?task=view</p>
2	<i>Identify the risks, contraction, symptoms, effects, treatment and prevention of HIV/AIDS and STIs</i>	67	<p>HIV Risk and Risk Activity</p> <p><i>Resource Guide Pages 64 - 77</i></p>

Module	Outcomes	Page	Resources
			<p>Contraction and prevention of HIV/AIDS and STIs <i>Resource Guide Pages 75 – 125</i></p> <p>Activity on spread of AIDS & STIs http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/224?task=view</p>
2	Identify methods of contraception to prevent pregnancy e.g., abstinence, condom, birth control pills	68	<p>Abstinence <i>Resource Guide Page 26</i></p> <p>Methods of contraception <i>Resource Guide Page 188 - 193</i></p> <p>Planned Parenthood http://www.plannedparenthood.org/health-info/birth-control/</p>
2	Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship	68	<p>Video Mom at Sixteen From Catholic Christian Life Skills - For denominational schools</p>
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	<p>Healthy and unhealthy relationships <i>Resource Guide Pages 126 - 129</i></p> <p>Delaying sexual relationships and communicating your wishes <i>Resource Guide Pages 129 - 154</i></p> <p>Risk game <i>Resource Guide Pages 155 - 158</i></p>
2	Identify risk and protective factors of violence and strategies to protect self from physical violence and abuse	69	<p>Glencoe.com (Glencoe Health Texas Edition (2005) AVAILABLE ON AMAZON http://www.nbisd.org/users/0006/docs/Textbooks/He</p>

Module	Outcomes	Page	Resources
			alth/healthchap13.pdf Sexual assault and violence <i>Resource Guide Pages 160 - 182</i>
2	Think critically about the causes and consequences gender-based inequity	69	Gender violence http://www.itvs.org/educators/collections/half-the-sky/lesson_plans/gender-based-violence
3	Identify the risks, contraction, symptoms, effects, treatment and prevention of HIV/AIDS and STIs and the risks and consequences of getting pregnant	70	Risks and safe practices <i>Resource Guide Pages 183 - 193</i> *Note: Some content is not appropriate for denominational schools
3	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)	70	Abstinence <i>Resource Guide Pages 194 – 199</i> Assertiveness <i>Resource Guide Pages 145 - 147</i> Gender roles in relationships <i>Resource Guide Pages 204 - 212</i>
3	Identify risk and protective factors of violence and strategies to protect self from physical violence and abuse	70	Glencoe.com (Glencoe Health Texas Edition (2005) http://www.nbisd.org/users/0006/docs/Textbooks/Health/healthchap13.pdf Scenarios (note: instructor should tailor this material to Belizean teens) http://justicewomen.com/help_teach.html <i>Resource Guide Pages 159 - 178</i>

Module	Outcomes	Page	Resources
3	Think critically about the causes and consequences gender-based violence and identify approaches to challenge its existence	71	Gender violence http://gentext.blogs.uv.es/files/2011/05/GV_lesson_plan_SC.pdf

**Track 4 – Caring
Unit – Reaching Out**

Module	Outcomes	Page	Resources
1	Identify characteristics of poverty and its effects on individuals and communities	75	Definitions of poverty and its influence in document “Characteristics of poverty” found on website https://www.capetown.gov.za/.../Characteristics_of_Households_Living_in_Poverty_18_09_2008.pdf (pages 4, 8-11) UNICEF http://teachunicef.org/explore/topic/poverty (Excellent resource!) http://www.voicesofyouth.org/en/sections/poverty-and-hunger/pages/the-big-picture
1	Demonstrate knowledge of factors that influence drug use and violence and ways to respond to issues Recognize and act on the risks associated with memberships in gangs and use of guns	76	Youth Discussion Guide: Thematic Overviews, Activities and Links http://www.unodc.org/unodc/en/prevention/youth-initiative.html Consequences of drug use (section five)

Module	Outcomes	Page	Resources
			<i>Resource Guide Pages 5 - 11</i>
2	Explore personal experiences, attitudes, and feelings about poverty and violence	77	<p>UNICEF http://teachunicef.org/explore/topic/poverty</p> <p><u>Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It</u>, Eric Jensen</p> <p>http://www.ascd.org/publications/books/109074/chapters/How-Poverty-Affects-Behavior-and-Academic-Performance.aspx</p>
2	Explore the impact of poverty and violence on children	78	<p>http://www.voicesofyouth.org/en/sections/poverty-and-hunger/pages/the-big-picture</p> <p>Poem “And” by Kalilah Enriquez <i>Resource Guide Pages 5 - 11</i></p>
2	Identify signs associated with youth who have experienced or witnessed violent behaviour and employ strategies to support these youth.	80	http://www.camh.ca/en/education/about/camh_publications/Pages/growing_resilient.aspx
3	Demonstrate responsibility to my local community by employing strategies to reduce violence	80	<p>http://www.camh.ca/en/education/about/camh_publications/Pages/growing_resilient.aspx</p> <p><i>Resource Guide Pages 12 - 17</i></p>
3	Peer teach youth in younger age bands about poverty and violence in their communities	81	UNICEF http://teachunicef.org/explore/topic/poverty

Track 5 – Competence
Unit – Careers and Entrepreneurship

Module	Outcome	Page	Resources
1	Create a personal portfolio showing evidence of interests, assets, and skills; e.g., certificates of participation	86	Choosing a career <i>Resource Guide Pages 4 - 10</i> Assessment of personal interests and abilities <i>Resource Guide Pages 11 - 24</i> Career Work value surveys <i>Resource Guide Pages 25 – 28</i> Creating a Portfolio <i>Resource Guide Pages 29 - 33</i>
1	Examine factors that may influence future life role/education/career plans; technology, role models	87	Factors that Influence Salary <i>Resource Guide Pages 34 - 35</i> Career Stereotypes <i>Resource Guide Pages 36 – 40</i> Careers in Belize <i>Resource Guide Page 103</i>
1	Develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills	87	Goal Setting <i>Resource Guide Pages 41 – 45</i> <i>Track 5 Resource Guide 180 -183</i>
1	Identify and acquire employability skills such as team work, problem solving, and organization	87	Employability <i>Resource Guide Pages 48 - 49</i> Decision Making <i>Resource Guide Page 50</i>

Module	Outcome	Page	Resources
			Team Work <i>Resource Guide Page 51 - 52</i> Problem solving <i>Resource Guide Pages 53 - 55</i>
2	Investigate, interpret, and evaluate career information and opportunities, using a variety of sources; e.g., internet, mentors, media, informational interviews	88	Different types of careers/jobs <i>Resource Guide Pages 56 - 61</i> Informational Interviewing <i>Resource Guide Pages 62 - 65</i> also see www.damngood.com/workbooks/highschool.pdf
2	Update a personal portfolio showing evidence of interests, assets, and skills; and relate evidence to knowledge and skills required by various career paths	88	Who am I and what skills can I offer? <i>Resource Guide Pages 66 - 85</i> http://www.readwritethink.org/classroom-resources/lesson-plans/resumes-cover-letters-high-30847.html The Resume Workbook for High School Students www.damngood.com/workbooks/highschool.pdf
2	Refine personal goals and priorities related to future career paths and investigate (school and work) programs related to potential careers	89	Career Planning <i>Resource Guide Pages 86 - 87</i> www.mentoring.org/downloads/mentoring_429.pdf
2	Apply skills and knowledge to create a personal and family budget	89	Making a budget https://www.practicalmoneyskills.com/foreducators/lesson_plans/highschool.php <i>Resource Guide Pages 140 - 147</i>

Module	Outcome	Page	Resources
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 www.teenforce.org/uploads/interview_tips.pdf 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 <i>Resource Guide Pages 88 - 95</i> Interests assessments <i>Resource Guide Pages 96 - 99</i> Employment options <i>Resource Guide Pages 100 - 103</i> Budgets <i>Resource Guide Pages 104 - 113</i> Starting a Business <i>Resource Guide Pages 114 - 126</i> Marketing & advertising <i>Resource Guide Page 127</i> Your Money <i>Resource Guide Pages 128 - 131</i>
3	Peer teach youth in younger age bands about employability skills and attitudes	91	Employability traits <i>Resource Guide Page 132</i> Peer teaching activities <i>Resource Guide Pages 133 - 139</i>

Module	Outcome	Page	Resources
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

Module	Outcomes	Page	Resources
1	<p>Create a portfolio showing evidence of interests, assets and skills</p> <p>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</p>	96	<p>Choosing a career <i>Resource Guide Pages 4 - 26</i></p> <p>Creating a Portfolio <i>Resource Guide Pages 27 - 31</i></p> <p>Book “In the Flow of Eternity” (2010) by Eladio Aragon. Selected stories “Dare to Follow Your Dream;” “We Came As Champions” “Youth! Wake Up!”</p>
2	<p>Create a personal portfolio showing evidence of interests, assets, and skills (if youth have not yet completed this outcome)</p> <p>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</p>	97	<p>Choosing a career <i>Resource Guide Pages 4 - 26</i></p> <p>Creating a Portfolio <i>Resource Guide Pages 27 - 31</i></p> <p>How to develop a Concept Map <i>Resource Guide Pages 32 - 45</i></p> <p>Book “In the Flow of Eternity” (2010) by Eladio Aragon. Selected stories “Dare to Follow Your Dream;” “We</p>

Module	Outcomes	Page	Resources
			Came As Champions” “Youth! Wake Up!”
3	<p>Create a personal portfolio showing evidence of interests, assets, and skills (if youth have not yet completed this outcome)</p> <p>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</p>	98	<p>Choosing a career <i>Resource Guide Pages 4 - 26</i></p> <p>Creating a Portfolio <i>Resource Guide Pages 27 - 31</i></p> <p>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!”</p>

Track 7 – Citizenship
Unit – Scholarly Development

Module	Outcomes	Page	Resources
1	Develop improved organizational and study strategies/skills by analyzing the different ways individuals learn; e.g. determine learning styles, personal learning style	104	<p>Time Management and Study Skills <i>Resource Guide Pages 3 – 8</i> and http://clusterfie.epn.edu.ec/ibernal/complemento/TimeManagement/TMActivity.htm</p> <p>Effective communication <i>Resource Guide Pages 9 - 10</i></p> <p>Learning styles <i>Resource Guide Pages 5-6, 11-15</i></p>

Module	Outcomes		Resources
			Responsibility log <i>Resource Guide Pages 16 - 17</i> Approaches to cooperative learning <i>Resource Guide Pages 16 - 17</i> Study skills and note taking <i>Resource Guide Pages 5 – 6, 18 - 45</i> and Study skills for Academic writing – Learning Center http://www.lc.unsw.edu.au/onlib/pdf/notetake.pdf http://www.testtakingtips.com/test/genpost.htm Organizational strategies <i>Resource Guide Page 46</i>
1	Revise short and long term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community	105	Creating short term goals <i>Resource Guide Pages 47 - 50</i> Creating year long academic goals <i>Resource Guide Pages 51 - 53</i>
2	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	106	Time management <i>Resource Guide Pages 54 - 55</i> Study Skills <i>Resource Guide Pages 56 - 71</i>
2	Revise short and long term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community	107	<i>Resource Guide Pages 72 - 77</i>
2	Identify components of ethical decision making and apply these concepts to personal decision making	108	<i>Resource Guide Pages 78 - 83</i>

Module	Outcomes		Resources
3	Revise short and long term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community	109	Study skills for students http://www.educationcorner.com/study-skills.html
3	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	110	<i>Resource Guide Pages 84 - 88</i>
3	Recognize the power of youth teaching youth and working together to share ideas about the importance of setting realistic short and long-term goals	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)