



# School Activities Implementation Guide for Award Centres

Welcome to the School Activities Implementation Guide! **This document provides examples and instructions for educators to integrate school activities into the Award framework.**

By aligning school activities with the Award framework, participants can utilize the existing structure and goals of the Award to enhance their school experiences. This framework provides a solid foundation for participants to set and achieve goals, develop skills, and demonstrate personal growth, all within the context of their school environment. By embracing a broader range of activities, including those pursued out of personal passion, participants can achieve holistic growth while engaging in their interests.

Our revised approach aims to meet youth where they're at and acknowledge that teachers are busy, therefore, not to incorporate additional work. This is not to say that this is, nor should be, a check-the-box exercise. As much as possible, integration with often only minor adjustment, can make all activities suitable for youth development and can be used as credit for the Award. The scientific literature is clear that the integration of formal and non-formal curriculum can greatly benefit youth development and positive attribute adoption, as well as corresponding academic benefit and school engagement. The approach taken with the revised "7 Elements of the Award Canada Way " is to consider the youth-centric perspective first, leverage their strengths and passions and support them to use the Award for their personal development outcomes and growth.




## Understanding the Award Framework and Identifying Suitable School Activities





As long as participants' activities have these 7 elements, they can count towards the Award – including effort during school hours and linked to school curriculum.

The 7 Elements of the Award Canada Way:		Applicable Youth Program Elements
<b>1. Framework</b> The Award regulations concerning the specific requirements and expectations for achieving each level of the Award (Bronze, Silver, Gold), including timeframes and age limits.		Personal Competence
		Structured
		Achievement
<b>2. SMART Goals</b> Encourage participants to establish a clear framework for their activities, ensuring they set Specific, Measurable, Achievable, Realistic, and Time-bound goals.		Personal competence
		Structured
		Achievement




<b>3. Youth-Centric Focus</b> Keep participants' interests, aspirations, and developmental stage at the forefront. Allow them to shape their activities based on their unique strengths, passions and perspectives, fostering a sense of ownership and relevance.	<b>Youth Ownership / Design</b>
	<b>Youth Participation and Decision-making</b>
	<b>Youth Leadership</b>
<b>4. Purposeful Engagement</b> Emphasize the importance of engaging in activities that have a clear purpose and meaning to the participant. Encourage them to seek out experiences that align with their values, interests, and personal growth.	<b>Intrapersonal Achievement</b>
	<b>Belonging</b>
	<b>Sustainment</b>
	<b>Community Involvement</b>
<b>5. Guidance by Mentors</b> Provide participants with ongoing support and mentorship to help them navigate challenges, gain insights, and make decisions. Mentors play a crucial role in guiding participants towards meaningful experiences and facilitating their overall development.	<b>Adult – Youth bond</b>
	<b>Support</b>
	<b>Mentoring</b>
	<b>Coaching</b>
<b>6. Progressive Development</b> Encourage participants to pursue activities that challenge them to continuously learn, grow, and develop new skills. Promote a mindset of continuous improvement and encourage participants to set realistic goals that push their boundaries.	<b>Sustained Contact Time</b>
	<b>Personal Competence</b>
	<b>Resilience</b>
	<b>Skill building</b>
<b>7. Self-Reflection</b> Foster a culture of reflection where participants regularly evaluate their progress, experiences, and learning outcomes. Encourage them to reflect on their achievements, setbacks, and areas for improvement, enabling them to learn from their experiences and make informed decisions moving forward.	<b>Feedback</b>
	<b>Reflection</b>
	<b>Interpersonal Exchanges</b>

Use the checklist below for the 7 Elements of the Award Canada Way with participants to see if their activity counts:

	<b>1.</b>	Is your activity following the Award framework? For example, for Bronze: (i) Are you over 13.5 years old? (ii) Have you chosen activities for 13 weeks and selected one to continue for 26 weeks?
	<b>2.</b>	Did you set a SMART goal? Use Chat GPT or our SMART Goal worksheet if you need help. You can find the SMART Goal worksheet in the <a href="#">Participant Resources Portal</a> .
	<b>3.</b>	Did you choose an activity that matches your interests and passions?




	<b>4.</b>	Did you choose an activity that has a meaning and purpose for you?
	<b>5.</b>	Did you find an Assessor who will support you in developing your SMART goal, provide support, and submit a short assessment at the end of your activity on your progress?
	<b>6.</b>	Will your activity challenge you and help you learn new things?
	<b>7.</b>	Will you take time to reflect on your progress?

Look for school activities that align with the requirements of the Award sections, for example:

	<b>Physical Recreation: School Basketball Team</b>
	<p>Joining the school basketball team involves regular physical activity, teamwork, and skill development. Players engage in training sessions, practice matches, and official games, contributing to their physical well-being and overall fitness.</p> <p><b>Example SMART Goal:</b></p> <p>Over the next 13 weeks, I will spend one hour, once a week, participating in basketball practice with the aim of improving my dribbling and call outs for point guard. I will talk with my basketball coach to see how I can improve.</p>
	<b>Skill: SMART Goal in Band Class</b>
	<p>Setting a SMART (Specific, Measurable, Achievable, Realistic, Time-bound) goal in band class focuses on improving a specific skill related to music, such as mastering a challenging piece, enhancing technique on a particular instrument, or working on sight-reading abilities.</p> <p><b>Example SMART Goal:</b></p> <p>Over the next 13 weeks, I will spend one hour, once a week, practicing my instrument in band class with the aim of improving my sight reading and tempo. I will discuss with my band teacher after each class to talk about my personal performance.</p>
	<b>Voluntary Service: Cleaning School Drainpipes or School Garden Care</b>
	<p>Volunteering to clean school drainpipes or taking care of the school garden involves giving back to the school or local community. Students can participate in scheduled cleanup sessions, maintenance tasks, and implementing sustainable practices.</p> <p><b>Example SMART Goal:</b></p> <p>Over the next 13 weeks, I will spend one hour, once a week, taking care of the school garden with the aim of improving the garden’s health, learning about plants, and making the school environment more beautiful.</p>

## Encouraging Educators or Teachers to Participate

- Involve teachers as Assessors to evaluate participants' progress and achievements in their Award activities. A teacher as an Assessor, especially if they are teaching the class that a student is using for their Award activity, would be appropriate because they're already familiar with the participants work and can provide valuable guidance and feedback throughout the process.
- To integrate Award activities into the school curriculum, encourage students to share their ideas for activities that align with educational goals and Award outcomes. Additionally, suggest and support students who may need assistance by exploring the [Activity Zone](#) for inspiration. Collaborate with educators or teachers to incorporate these activities effectively.
- If a student comes to you with an idea and it doesn't initially fit the Award criteria, work with the student to adjust it so it aligns with your curriculum, their interests, and the Award framework. This flexibility helps empower students to shape their own unique Award experience while still meeting the program's requirements.
- Emphasize the benefits of the Award for students' personal growth and development and provide educators with support to facilitate these activities effectively. Encourage open communication and flexibility to ensure that students can participate in activities that interest them and contribute to their overall learning experience. When participants choose activities that align with the criteria of the Award and are supported by mentors who share a commitment to these principles, remarkable outcomes emerge for participants.

Young people who build and develop the skills that will support them as they navigate the transition from youth to adulthood receive:	
	<b>Resilience &amp; Determination:</b> Participants develop the resilience to overcome challenges and the determination to achieve their goals.
	<b>Confidence:</b> Through meaningful experiences, participants build confidence in their abilities and decision-making.
	<b>Interpersonal &amp; Socialization Skills:</b> Engaging in diverse activities fosters the development of interpersonal and social skills, crucial for building relationships and navigating social situations.

	<b>Leadership &amp; Relationship Building:</b> Participants learn to lead by example, collaborate effectively, and build positive relationships with others.
	<b>Physical Fitness &amp; Health:</b> Improved physical fitness and a healthy lifestyle.
	<b>Problem-Solving Skills:</b> Participants develop critical thinking and problem-solving abilities through real-world challenges.
	<b>Success at School:</b> The skills and competencies gained through the award program contribute to academic success and personal growth.
	<b>Ethical Values:</b> Participants cultivate honesty, fairness, empathy, and a sense of responsibility towards others.
	<b>Volunteerism:</b> Encourage participation in community service and volunteer activities, fostering a sense of social responsibility and empathy towards others.

## Implementing School Activities Without Dedicated School Time to Deliver the Award

Even without dedicated time in the school schedule, you can support participants by:

- Integrating Award activities into existing school routines and extracurricular activities.
- Encouraging students to choose activities that can be done during classes, lunch breaks, after school clubs, school teams, or as part of their projects or homework assignments.
- Take advantage of any opportunities to speak with students in person to offer guidance and assistance with generating ideas for Award activities. Whether it's during class time, free periods, informal meetings, or scheduled one-on-ones, providing personalized support can help students identify meaningful activities that align with their interests and goals.

- Check in with them during free periods, office hours, or via school communication platforms to monitor their progress. Utilize email or messaging platforms to offer support, provide ideas, and offer encouragement.
- Collaborate with other teachers or faculty members to create a supportive environment for Award participants. Encourage them to incorporate Award activities into their curriculum, give ideas to participants on how they can use their specific class for their Award activities, and serve as mentors or Assessors as needed. Emphasize that this collaboration isn't additional work but rather a collective effort to support and empower participants in their Award. By working together as a team, you can enhance the overall experience for participants and promote the success of the Award program within the school community.
- Engage the principal in advocating for the integration of Award activities within the school community. Encourage the principal to promote the benefits of the Award during staff meetings, professional development sessions, and other school-wide events. Emphasize the importance of supporting participants in their holistic development and recognize the valuable contributions that teachers and staff can make in facilitating their Award journey. By gaining the principal's support and endorsement, you can create a culture of engagement and enthusiasm for the Award throughout the school.