



CHANGE LIVES WITH A CO-CURRICULAR APPROACH

Award Canada as a Catalyst for Youth Achievement

About The Duke of Edinburgh's International Award













The Duke of Edinburgh's International Award is one of the 'Big 6' global youth organizations that collectively impact the development and empowerment of young people.

It is a globally recognized, non-formal learning framework. Our guiding principles are; Individual, Non-competitive, Achievable, Voluntary, Balanced, Developmental, Progressive, Inspirational, Persistence and Enjoyable. With over 60 years of experience in Canada and over 120 countries, the Award makes an impact. Young people, especially teenagers, benefit from the structured yet flexible framework that has been developed from decades of youth development and program research.

Intentionally designed so that all learners can participate, the Award framework includes 3 progressive levels (Bronze, Silver and Gold) and 4 learning areas known as sections (Service, Physical Recreation, Skill Development and Adventurous Journey). Meeting young people where they are, igniting and fueling their passions and mentorship, personal goal setting, and reflection is what the Award is all about.

The Award provides a structured framework for teachers to guide and inspire students. It fosters meaningful relationships and creates opportunities for students to grow emotionally, socially, and academically. The Award plays a pivotal role in the development of young people. But, it's not limited to the young person doing the Award. Award Leaders experience a new way to make a difference as well - **it's an opportunity to give their students a holistic education that they see as so important.**

The Award is a personal development experience and this is the way to get there.

AWARD ACTIVITY SECTIONS	 <p>Voluntary Service Participants volunteer in their communities, making a positive contribution to society and demonstrating social responsibility.</p> 	AWARD LEVELS	 <p>26 weeks at the Bronze Level</p>
	 <p>Physical Recreation Young people improve their fitness and performance, and build a healthy lifestyle which encourages good mental health and physical well-being.</p> 		 <p>52 weeks at the Silver Level</p>
	 <p>Skill Development Participants develop their talents, broadening their abilities, increasing their self confidence and improving their employability.</p> 		 <p>78 weeks at the Gold Level</p>
	 <p>Adventurous Journey Young people discover a spirit of adventure and discovery while planning and undertaking a journey with a peer group.</p> 		
	 <p>Gold Project Participants broaden their experience by staying in an unfamiliar environment with other young people, taking part in a purposeful project and building new relationships.</p> 		

Improving Student Achievement Outcomes and Building Transferable Skills

What skills are essential for young people to prepare them for upcoming opportunities and challenges in today's dynamic landscape? How can we ensure they are adaptable and resilient to fast-paced change?

Award Canada is proposing a Co-curricular Community-Based Approach that complements provincial curriculum, by taking theory into action, both flexible and adaptable, the Award is positioned to be co-facilitated by industry and educators with students. Students benefit from opportunities to customize their learning, validate their interests, and become celebrated for their chosen pathways.

Is classroom learning alone enough?



2 in 3 young people

and 4 in 5 adults

...say classroom/formal learning alone **is not enough to prepare them for the world.***

**Source: World Ready Discussion Paper- The Duke of Edinburgh's International Award*

Award Canada's internationally recognized framework can be used as a catalyst to improve student outcomes and achievement in public education throughout Canada.

Our research at the Award shows that through engaging in voluntary service, taking part in physical recreation, discovering personal interests and talents, and learning about leadership through adventurous activity, young people become confident, responsible, reflective, innovative and engaged learners - in school and for the rest of their lives.

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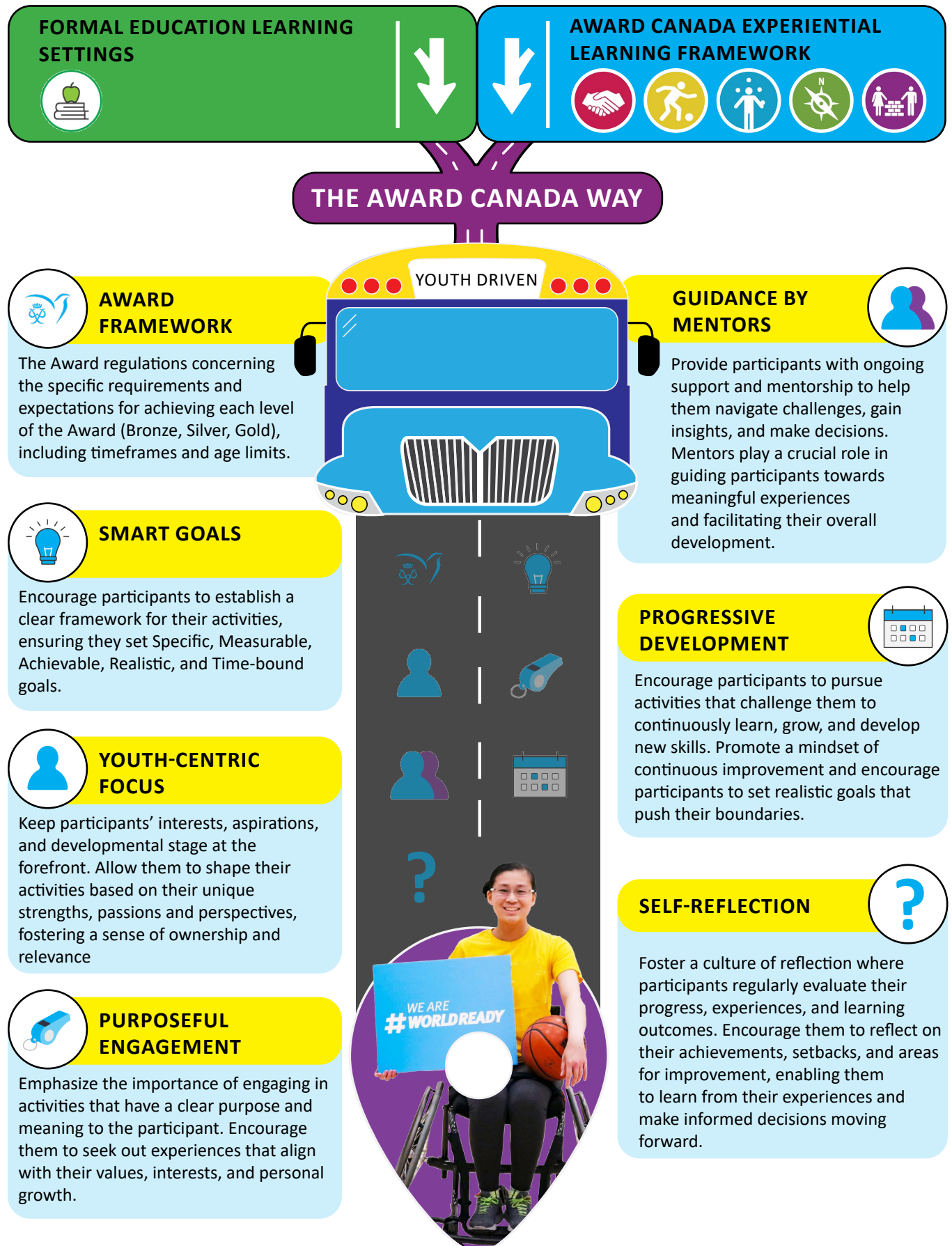
The Adventurous Journey permitted me to achieve high standards of physical fitness, leadership, resiliency and youth development to eventually foster a sound, ethical and progressive careers in Education and through the Canadian Armed Forces as a Senior Officer

Paul E. Henry, Director of Education and Secretary-Treasurer of the Conseil scolaire catholique Nouvelon, Ontario. Gold Award Achiever, 1988



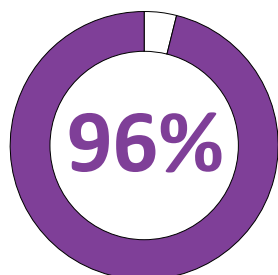
The Award Canada Way bridges the gap:

The Award Canada Way helps young people build and develop the skills that will support them as they navigate the transition from youth to adulthood. It bridges what they learn in the classroom to what they'll do outside of it.



Empowering students and Educators

Discussions, consultations, and engagement meetings with education stakeholders across the country have reinforced the idea that a strategic repositioning of the Award, looking at how the non-formal education approach of the Award naturally extends classroom learning, can provide benefits to educators, learners, their schools, and wider communities.



In the 2020 Education Future Report, it was found that... **of educators believe schools should provide individualised education to some extent.**

Through the Award, educators have an opportunity to provide students with unique pathways toward their personal development, complementing curricular expectations.

The difference you'll make...

The Award complements curricular expectations while building and celebrating future-ready, transferable skills. The Co-curricular Approach is structured as a Growth Continuum, offering entry points for every school, student and teacher to engage. The flexibility and adaptability of the Award framework is personalized and responsive accommodating the readiness of all students to participate and achieve success. The Award framework is not meant to be “in addition” to, but rather a component of curricular alignment that enhances desired outcomes and learning experiences.

Helping to unlock

-  Resilience & Determination
-  Relationships & Leadership
-  Confidence
-  Physical Fitness
-  Interpersonal Skills
-  Health & Safety Mindset
-  Socialization Skills

Key Award Outcomes

-  Problem Solving Skills
-  Empathy
-  Success at School
-  Volunteerism
-  Treat Others with Fairness
-  Honesty & Trustworthiness



Award Leaders and Mentors:

- Adults delivering the Award who will guide and support participants.
- Guidance and support | Providing feedback and encouragement | Support to overcome challenges

Award Culture for Participant Support:

- Ensuring participants have the support, environment, and culture to thrive in the Award.
- School support | Engaged and supportive parents | Like-minded peers working alongside each other

Resources and Pedagogy:

- Delivering a high-quality Award experience to every participant, regardless of background and level.
- The Award Canada Way | The Award Framework | Resources and support for participants to craft their own Award | Modern | Flexible Award pathways with an eye to the future

Resources and Pedagogy:

- Participants track their own progress, completing and advancing to the next level.
- Online Record Book to keep track of progress and logs | Three levels, Bronze Silver and Gold, increasing in challenge as participant's progress

Differences you'll see as an Award Leader

- ✓ **Enhanced Student Engagement:** Award framework extends learning beyond the classroom, increasing student enthusiasm and motivation aligned with the 7 Elements of the Award Canada Way.
- ✓ **Stronger Student-Teacher Relationships:** Teachers act as mentors, building stronger bonds with students, offering personalized guidance and support.
- ✓ **Enriched Curriculum:** Integrating the Award into teaching provides experiential learning, enriching the educational experience with structured goals and diverse activities.
- ✓ **Holistic Skill Development:** The Award fosters skills like resilience, leadership, teamwork, problem-solving, and interpersonal skills beyond academics.
- ✓ **Recognition of Non-Formal Learning:** Teachers appreciate non-formal learning's value, recognizing skills gained through volunteering, recreation, and skill development.
- ✓ **Professional Development Opportunities:** Involvement with the Award offers professional growth, expanding educators' skills and knowledge through leadership roles and teaching practices.
- ✓ **Adventure awaits:** Teachers get a break from traditional academic routines and lead students on thrilling educational journeys, creating lasting memories through hands-on learning experiences and exciting adventures.
- ✓ **Community Engagement:** Schools partnering with the Award promote social responsibility and community service. Teachers empower students to make a positive impact outside school.
- ✓ **Improved Student Outcomes:** The holistic approach of the Award leads to increased confidence, resilience, and motivation. Students show academic success and personal growth.
- ✓ **Alignment with Educational Principles:** Award principles align with positive youth development and student-centered education. Integrating these principles enhances the overall educational experience.
- ✓ **Contribution to School Culture:** Embracing the Award promotes a positive school culture emphasizing empowerment and community engagement. Teachers are instrumental in instilling Award values within the school.
- ✓ **Preparation for Future Success:** The Award prepares students with life skills for success in education and work, including resilience and leadership for future challenges.
- ✓ **Personal Fulfillment and Job Satisfaction:** Teachers find fulfillment and satisfaction in mentoring students and seeing their success. Involvement with the Award can reignite passion for education and boost purpose and achievement.

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The Duke of Ed gave me the skills to succeed academically and professionally. **I learned how to persevere, be dedicated, be flexible and step outside my comfort zone. It made me a person who loves and lives for helping others, helping me become the best teacher I can be.**

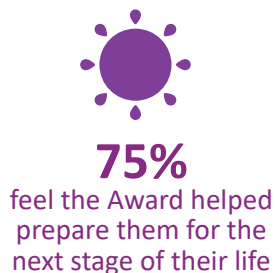
Erin Maitland, Teacher and Camp Coordinator for TCDSB



Hear the impact of the Award from young people themselves!

Each year, we ask young people who complete an Award level to share their experiences and the personal impact of the Award. Their feedback consistently highlights the profound, positive changes they've undergone. From building confidence and resilience to developing leadership skills and a sense of community, our participants' stories are a testament to the life-changing benefits of the Award.

As a result of completing their Award...



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It is easy to spend time performing the activities that you enjoy, but I always wanted to have an impact wherever I go. **The Award taught me to set SMART goals which helped me focus my attention on what I hope to achieve and clarify my path forward.** After that, it is just a matter of putting in the work to reach the goal.

Hamza - Gold Award Holder

Building Confidence in 21st Century Skills...

Each section of the Award nurtures and helps young people build 21st century skills that employers and post-secondary institutions are seeking. These skills give our Award participants the edge when entering the workforce or the next level of their academic life.

Problem Solving Skills



89% were confident in their ability to **consider the pros and cons of different options** and deciding which one is best.

Interpersonal Skills



92% were confident in their ability to **consider others peoples perspective in a group.**

Socialization Skills



72% were confident in their ability to **speak or present in front of groups of people.**

ONTARIO - Specialist High Skills Major (SHSM) and Curricular Integration

Now expanding expressions of interest to pilot the Award Co-curricular Approach in Ontario

According to Award Canada’s Evidence Review, Ontario is well positioned to launch the Co-curricular Approach, aligning directly with the vision and outcomes of the province’s Student Achievement Plan.

The flexibility of the Award framework offers exciting possibilities for early integration with the Specialist High Skills Major (SHSM) sectors. For example, students may start their Bronze in Grade 11 SHSM. The Award offers solutions and resources to support student success in earning their Specialist High Skills Major (SHSM) diploma by providing meaningful student goal setting, reflection, tracking, and national recognition to empower students as leaders in their personalized educational journey.

Award Canada, year 1 pilot at the Bronze Level will build future opportunities for students to consider Silver and Gold Levels as they develop future ready skills and career clarification.

Another entry point for the Award could be Bronze as a “Pre-SHSM” experience in Grade 10 for students to explore and develop foundational skills and career exploration. This approach helps students build confidence and gain clarity about their interests before joining SHSM in Grade 11.

Beginning with Bronze builds an entry point for students to choose to continue with Silver and Gold. For example, students participating in Ontario Youth Apprenticeship Program (OYAP) demonstrate a commitment to learning that could be valued and recognized through the Award framework.

Educator participation in the Co-curricular Approach is voluntary. Award Canada is eager to collaborate with passionate, innovative educators and administrators to connect the Award with Specialist High Skills Major (SHSM) programs and curricular goals. While SHSM is pilot focus, Award Canada is interested in growing and co-designing integration strategies to be responsive to desired needs.

Improving student and educator learning experiences:

How do you see Award Canada aligning within your school board to personalize, enhance, and celebrate specialized programs?



Why link Award Canada with SHSM students?

Award Canada is a flexible framework that aligns with SHSM requirements. It could also be utilized as a certification depending on the sector and goals.

For example: Portfolio Development



International Accreditation

- Value students and educators on a national and international level for their commitment, training, certifications, experiences and personal success happening by involvement in SHSM
- Celebrate, value and acknowledge students for their interests and chosen pathways



Recruitment and Awareness

- Students will not only earn a provincial diploma, but will be recognized on a national level for their holistic approach to learning and achievement



Improve Completion Rates and Student Confidence

- Using the Online Record Book students set goals and reflect on their experiences. The platform allows students to take an active role in organizing and completing SHSM requirements
- Students develop a greater awareness of the needs required to complete SHSM while also developing a deeper understanding of their own learning journey and transferable skills gained



Portfolio Development & Certification

- The Award framework can be used as a SHSM certification for Portfolio Development. Students set goals, reflect on experiences and learn to share their own story for future needs. E.g. resume building.



Advanced Training in a Technology Certification

- Students have the opportunity to utilize the Award AI Bot in their reflection process from each sector experience. During SHSM they will become more familiar with how and when it is appropriate to use AI effectively.



Acknowledge Students Unable to Complete SHSM

- Award Canada does not have specific course expectations to complete experiences. Upon the chance that a student no longer can complete their SHSM course bundle they could still continue with their Award goals and be celebrated for their learning achievements.



Ontario's Student Achievement Plan

- Improve preparation of students for future success
- Achievement of learning outcomes
- Student engagement and well-being

Key Benefits for Students

- Builds relationships with peers and educators
- All student pathways are celebrated by Award Canada
- Personalize and empower student interests and learning
- Develop transferable skills to remain life-longer learners
- Learn about goal setting and achieve SMART goals

Important Next Steps

We welcome you to join a virtual presentation and Q&A for education leaders to learn more about the initiative, provide feedback, and ask questions. Further information, including opportunities for greater involvement can be obtained by contacting Senior Director of Program, Trudy Carlisle and Education Consultant, Laura Briscoe, Award Canada.



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Interested in learning more, or have another idea for Award integration in your board?

[Book a meeting here](#)

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