

Write of Your Life: Measurable Outcomes

The Write of Your Life website, curriculum handbook, and related supporting documents speak of a number of outcomes to be achieved by student participants by the end of the program. These outcomes may be grouped by domains in the areas of cognitive, affective, and behavioral changes that take place in the youth who successfully complete the program. Cognitive outcomes are those involving growth in knowledge or mastery of skill. Affective outcomes are those involving growth or positive change in attitude or feeling. Behavioral outcomes involve what participants are more or less likely to do as a result of their participation in the program. Some outcomes may be said to lie at an intersection between two (or more) of these domains, as when growth in public speaking skills may be said to contribute to growth in self-confidence. Outcomes are derived largely from the website (W) or the curriculum handbook (H). Most are explicitly stated in one or both of these places, but some may be inferred from elements in the curriculum. Curriculum mapping is ultimately better done with and by stakeholders (facilitators or teachers).

Cognitive outcomes

1. Participants will become better **critical thinkers** (W), more able to think rationally and question (H8) assumptions. As part of this process, they will be better able to demonstrate awareness of the fact that many questions and issues may be legitimately debated without necessarily having a right answer.
2. Participants will have an **expanded worldview** (H7), with enhanced “global curiosity” (H8). They will have a greater understanding of the world around them (H10), and of history and current events. Their awareness of social injustice (H7) will also grow. They will also learn more about “healthy relationships” (W).
3. Participants will build **public speaking skills** (H10, 122).
4. Participants will become more aware of (“learn about”) the **power of words** (H11). (Question: will they become better writers, more fluent in their use of language?) They will be better able to express themselves positively (W).
5. Participants will acquire greater **self-knowledge**, more aware of how they came to be the person they are (H10, 28) and more able to determine whom they want to be. They will be less inclined see themselves as victims (H7) and thus less likely to be victimized. They will discover what their passion is (H10). They will (may?) also develop a healthier body image (H158-59), perhaps an area where a cognitive outcome touches on an affective one.

6. Participants will develop greater **teamwork skills** (H10), better able to work with others.
7. Participants will develop greater **leadership skills** (H10).
8. Participants will become more **culturally aware** (H7), more inclined to tolerate (M7) and even value diversity (H11).

Affective outcomes

1. Participants will develop greater **self-confidence** (H10). They will learn to respect and honor themselves more (H10). They will be more resilient (W).
2. Participants will develop greater **empathy and compassion** for others (W, H8,11).

Behavioral outcomes

1. Participants will achieve greater **self-efficacy**, increased ability to complete tasks and reach goals (see CBU analysis of exit surveys). They will become more accountable (W), more able to make conscious positive choices (H10) and to think positively (H9). They will be more able to follow through (H11), more able to get things done and done on time. They will find a sense of direction and develop a “thirst for life” (H52). They will learn or achieve “resilience.”
2. Participants will conduct themselves more ethically, with greater **personal and social responsibility**. They will be less inclined to engage in self-destructive or socially destructive behaviors (e.g., dropping out of school, taking drugs, joining gangs, committing crimes) (H7). They will be more likely to attend school regularly (if they are students) and graduate. In the process, they will also “serve their community” (H11).

WRITE OF YOUR LIFE CURRICULUM MAP		Cognitive Outcomes								Affective Outcomes		Behavioral Outcomes	
		Critical Thinking	Expanded World View	Speaking and Listening ¹	Writing and Language ²	Self-Knowledge	Teamwork Skills	Leadership Skills	Cultural Awareness	Self-Confidence	Empathy	Self-Efficacy	Personal and Social Responsibility
Program Curricular Elements (Required)	Journal Prompt	x	x		x	x	x		x	x		x	
	Quotation Interpretation	x	x		x								
	Person or Event of Week	x	x						x				
	Vocabulary Word	x			x								
	Rapport, Socialization, Interaction Exercise						x				x		
	Group Empathy Awareness Project	x									x		
	Public Speaking Exercise	x		x						x			
	Self-Portrait Art Project	x				x				x			
	Future and Career Exercise					x						x	x
	A Heritage of Hope, Hate, and Heroes Exercise		x						x				
	Graduation Legacy Letter, etc.	x			x							x	x
Co-Curricular Elements	Wonder Jar		x									x	
	Dear WWW Column											x	x
	Unlock the Week Exercises						x				x		
	Read the Creed											x	x
	Wonder Bucks											x	
	Name Game						x					x	x
	Left/Right Game					x						x	
	“You Too” / “Together Let’s Stand”						x				x		
	Vision Board					x							x
	Mission Statement						x						
Other?													

¹ Links to Common Core State Standards in Speaking and Listening (SL 1, 2, 4, 5, 6)

² Links to Common Core State Standards in Writing (W1, 2, 4, 5, 7, 10) and Language (L 4, 6)