



 *Support Our Youth Month 2012*  
*"Believe, Achieve"*

presents

*Celebrate Our Youth Day 2012*  
*Opening Ceremony & Schedule*  
*of Performances*

Date: 28/01/12

Time: 10:00am



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# Opening Ceremony

Emcee

**Mr. Hylton Grace**



**10:05am**

*Welcome Remarks - Michael Wilks, CIYDC Chairman*

**10:10am**

*National Anthem & Song*

**10:15am**

*Prayer - Rev. Leslie Pinnock*

**10:20am**

*Reading of Original Proclamation, Premier the Honorable W. McKeena Bush, OBE,  
JP, MLA*

*New Generation Dance Group*

**10:30am**

## **ASSET PROCESSION**

*Led by Cayman Islands Cadet Corp*

*Placement of Union Jack & Cayman Islands Flag*

*Placement of base block by Premier and CIYDC Founder*

*Placement of asset blocks by Government Officials, Community Leaders & CIYDC Board Members*

## **Order of Procession**

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### **EXTERNAL ASSET CATEGORY**

#### **SUPPORT**

Mrs. Rannielee Hyde (Asset 1. Family support)

Hon. Mary Lawrence, MBE, JP (Asset 2. Positive family communication)

Hon. Samuel Bulgín, QC, JP (Asset 3. Other adult relationships)

Mr. Franz Manderson, MBE, JP (Asset 4. Caring neighborhood)

Hon. Rolston Anglin, JP, MLA (Asset 5. Caring school climate)

Hon. Juliana O'Connor Connolly, JP, MLA (Asset 6. Parent involvement in schooling)

#### **EMPOWERMENT**

Hon. Michael T. Adams, MBE, JP, MLA (Asset 7. Community values youth)

Hon. Mark Scotland, JP, MLA (Asset 8. Youth resources)

Major Ricardo Henry (Asset 9. Service to others)

His Excellency Mr. Duncan Taylor, CBE (Asset 10. Safety)

#### **BOUNDARIES & EXPECTATIONS**

Mr. Glenroy Miller (Asset 11. Family boundaries)

Hon. Alden McLaughlin, MBE, JP, MLA (Asset 12. School Boundaries)

Mr. Simon Miller (Asset 13. Neighborhood boundaries)

Mr. Woodward Dacosta (Asset 14. Adult role models)

Ms. Jessica Willis (Asset 15. Positive peer influence)

Ms. Kathy Ebanks (Asset 16. High expectations)

#### **CONSTRUCTIVE USE OF TIME**

Mr. Michael Wilks (Asset 17. Creative activities)

Mr. Michael Myles (Asset 18. Youth programs)

Cayman Ministers Association Representative (Asset 19. Religious community)

Ms. Tisa Dixon (Asset 20. Time at home)

### **INTERNAL ASSET CATEGORY**

#### **COMMITMENT TO LEARNING**

Youth Representative JGHS (Asset 21. Achievement Motivation)

Youth Representative JGHS (Asset 22. School Engagement)

Youth Representative JGHS (Asset 23. Homework)

Youth Representative JGHS (Asset 24. Bonding to School)

Youth Representative JGHS (Asset 25. Reading for Pleasure)

#### **EMPOWERMENT**

Youth Representative JGHS (Asset 26. Caring)

Youth Representative JGHS (Asset 27. Equality and Social Justice)

Youth Representative JGHS (Asset 28. Integrity)

Youth Representative JGHS (Asset 29. Honesty)

Youth Representative JGHS (Asset 30. Responsibility)

Youth Representative JGHS (Asset 31. Restraint)

#### **BOUDARIES AND EXPECTATIONS**

Youth Representative JGHS (Asset 32. Planning and Decision Making)

Youth Representative JGHS (Asset 33. Interpersonal Competence)

Youth Representative JGHS (Asset 34. Cultural Competence)

Youth Representative JGHS (Asset 35. Resistance Skills)

Youth Representative JGHS (Asset 36. Peaceful Conflict Resolution)

#### **CONSTRUCTIVE USE OF TIME**

Youth Representative JGHS (Asset 37. Personal Power)

Youth Representative JGHS (Asset 38. Resistance Skills)

Youth Representative JGHS (Asset 39. Sense of Purpose)

Youth Representative JGHS (Asset 40. Positive View of Personal Future)



10:45am

*Opening Remarks - Hon. Rolston Anglin, JP, MLA Minister of Education, Training & Employment*

10:50am

*Founder's Address/ Awards & Recognition*

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## Awards & Recognitions

<b>Nathaniel Hyde</b>	Youth – Asset Star of the Year 2011
<b>Rannielee Hyde</b>	Parent – Asset Supporter of the Year 2011
<b>Zoya Lawrence</b>	Youth Professional – Asset Builder of the Year 2011
<b>Davenport Development</b>	Business – Asset Patron of the Year 2010
<b>Greenlight Reinsurance</b>	Business – Asset Patron of the Year 2011
<b>West Bay</b>	Community – Asset Advocate of the Year 2011
<b>Sir John A Cumber Primary School</b>	School – Asset Advocate of the Year 2011
<b>South Sound Squash Club</b>	Organization – Asset Builder of the Year 2011
<b>Mr. Michael Myles</b>	Special Recognition – Asset Advocate & Leader

## Schedule of Performances

11:15am - CASK Karate Demonstration

11:50am - Optimist Club student presentation

12:20pm - Prospect Primary School Item

12:30pm - George Town Primary School Dance Group

1:00pm - New Generation Dance Group

1:45pm - Clifton Hunter High School Drama Group

2:20pm - School Band Entertainment

2:30pm - Asset Fashion Show

Silver Sponsor



Bronze Sponsor



Award Sponsor





**40 Developmental Assets® for Adolescents (ages 12-18)** Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.



**External Assets**

- Support**
  - 1. **Family support**—Family life provides high levels of love and support.
  - 2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
  - 3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
  - 4. **Caring neighborhood**—Young person experiences caring neighbors.
  - 5. **Caring school climate**—School provides a caring, encouraging environment.
  - 6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.
- Empowerment**
  - 7. **Community values youth**—Young person perceives that adults in the community value youth.
  - 8. **Youth as resources**—Young people are given useful roles in the community.
  - 9. **Service to others**—Young person serves in the community one hour or more per week.
  - 10. **Safety**—Young person feels safe at home, school, and in the neighborhood.
- Boundaries & Expectations**
  - 11. **Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
  - 12. **School boundaries**—School provides clear rules and consequences.
  - 13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
  - 14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
  - 15. **Positive peer influence**—Young person's best friends model responsible behavior.
  - 16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.
- Constructive Use of Time**
  - 17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
  - 18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
  - 19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
  - 20. **Time at home**—Young person is out with friends "with nothing special to do" two or fewer nights per week.

**Internal Assets**

- Commitment to Learning**
  - 21. **Achievement Motivation**—Young person is motivated to do well in school.
  - 22. **School Engagement**—Young person is actively engaged in learning.
  - 23. **Homework**—Young person reports doing at least one hour of homework every school day.
  - 24. **Bonding to school**—Young person cares about her or his school.
  - 25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.
- Positive Values**
  - 26. **Caring**—Young person places high value on helping other people.
  - 27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
  - 28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
  - 29. **Honesty**—Young person "tells the truth even when it is not easy."
  - 30. **Responsibility**—Young person accepts and takes personal responsibility.
  - 31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
- Social Competencies**
  - 32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
  - 33. **Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
  - 34. **Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
  - 35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
  - 36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.
- Positive Identity**
  - 37. **Personal power**—Young person feels he or she has control over "things that happen to me."
  - 38. **Self-esteem**—Young person reports having a high self-esteem.
  - 39. **Sense of purpose**—Young person reports that "my life has a purpose."
  - 40. **Positive view of personal future**—Young person is optimistic about her or his personal future.

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