



## Facilitating Youth Activities



**Sunday 27th July 2pm**  
**Hastings Cricket Club, Cornwall Park**

**Haere mai! Nau mai! Piki mai!**

**Do you need more skills for facilitating group activities?**

**How and what are you able to delegate  
to children in your group?**

**What tasks can volunteers be given to assist you  
with group activities?**

**How do you know you've achieved what  
you'd hoped for the children?**

**Rhose Shand, workshop facilitator has extensive  
knowledge in alternative learning and career planning.  
She has 20 years mentoring experience in Hawkes Bay,  
assisting people to develop their motivational abilities  
and fulfil their vocational choices.**

**The cost is \$20 with afternoon tea and dinner provided**

**For catering purposes, please indicate whether you're coming  
by emailing Roger McNeill at [info@mentor.kiwi.nz](mailto:info@mentor.kiwi.nz)  
ring 8706448 or text 0272324700**



**This newsletter was sponsored by  
"Hastings Quarry (Holcim)"**

### WE BELIEVE:

All have the responsibility to  
help and no-one has the right  
to hurt another person

People can change and  
problems are opportunities to  
learn and grow

All children and families have  
strengths that can be nurtured  
and developed

All people are social equals and  
we celebrate the oneness of  
humankind

### Trust Projects

**Facilitate** an independent  
transformative action process  
with schools building inclusive  
cultures

**Enable** youth to discover their  
capacities, and strengths for  
particular projects & activities

**Encourage** facilitators to  
support new ventures that  
challenge and extend the  
capabilities of youth

**Deliver** cultural services  
focussing on work themes of  
concern to youth mentors

**Better** use networking to help  
volunteers form friendly  
alliances with one another

**Mentor** troubled youth to  
prevent them being abused or  
stereotyped

**Communicate** with youth  
leaders providing worthwhile  
activities valued by young  
people and whanau



## Te Whakaritorito News

### New Youth Mentor Coach



Wayne Edwards has been appointed by Te Whakaritorito Trust as their new Youth Mentors' Coach. He has been teaching senior school students at Irongate School in Flaxmere for the past twelve years. During that time Wayne developed a passion for nurturing and assisting children to become more creative, enabling him to produce a motivated class environment. He is keen to pass these skills on to youth mentors who can deliver group activities to different schools in Hawkes Bay. Besides having a Bachelor of Education in bilingual primary teaching, Wayne is also an accomplished musician and plays in a band called Tropical Downbeat Orchestra. In 1996 Wayne enrolled at Hammersmith West London College where he studied Music technology and spent four years building on his musical knowledge and living as an artist in London, UK.

The Trust's team of youth mentors can offer activities in kapa haka, creative dance, creative movement, organic vegetable gardening, theatre sports, therapeutic arts, music composition and self-defence. But if a school is interested in an activity not currently being offered we can look for a suitable person to provide that activity. Wayne is keen to ensure youth mentors have a suitable plan for delivering their activities and enabling children to develop ownership of their roles in an activity they're interested in. By expanding children's interests, helping them be creative and showing genuine respect, children value a mentor more as someone who can help them nurture their talents and expand their vision.

Wayne has also been working as the Entertainment Coordinator for the Waitangi Celebrations at Clive for the past four years. In this role he was able to gain experience in the coordination of events, festivals and concerts and to work with a diverse range of people from different cultural backgrounds. An underlying philosophy of his work is to develop local talent and support young people in their communities to thrive by engaging in creative activities they're interested in.

Hui and workshops are held during the year where youth mentors can learn and share with one another as well as submit their activity plans for schools. The next workshop will be facilitated by Rhose Shand on July 27th sharing the essence of how to facilitate groups of children with different learning styles.

If you're interested in meeting to discuss new activities for your school or organisation, you can email Wayne at [wayno777@hotmail.com](mailto:wayno777@hotmail.com), ring him on 0223101614, ring Roger at the Trust office or email us at [info@mentor.kwi.nz](mailto:info@mentor.kwi.nz).

### Hongonui

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Warming Hearts  
Inspiring Minds

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## WHAT MAKES A GOOD MENTOR?

Mentors listen.	They maintain eye contact and give mentees their full attention.
Mentors guide.	Mentors are there to help their mentees find life direction, never to push them.
Mentors are practical.	They give insights about keeping on task and setting goals and priorities.
Mentors educate.	Mentors educate about life and their own careers.
Mentors provide insight.	Mentors use their personal experience to help their mentees avoid mistakes and learn from good decisions.
Mentors are accessible.	Mentors are available as a resource and a sounding board.
Mentors criticize constructively.	When necessary, mentors point out areas that need improvement, always focusing on the mentee's behavior, never his/her character.
Mentors are supportive.	No matter how painful the mentee's experience, mentors continue to encourage them to learn and improve.
Mentors are specific.	Mentors give specific advice on what was done well or could be corrected, what was achieved and the benefits of various actions.
Mentors care.	Mentors care about their mentees' progress in school and career planning, as well as their personal development.
Mentors succeed.	Mentors not only are successful themselves, but they also foster success in others.



that allow for success.

### **Children learn best when the activity has an element of surprise**

The lesson should not be laid out in front of them, children should experience it as they go. Too many times adults over-explain things to kids, boring them and guaranteeing that by the time the activity starts, interest is lost. The worst thing to do is to tell children exactly what they will be learning at the beginning of the activity. By allowing them to experience it, their comprehension of the material is enhanced.

### **Children learn best when the activity is tangible and active**

Children need something to hold, see or experience. Because they are active by nature, children tend not to respond well to learning experiences in which they have little to do. Create activities and lessons that accommodate for all learning styles; kinaesthetic, auditory and visual.

### **Children learn best when an activity has a beginning, middle and an end**

Every activity should have a clear beginning, middle and end. The beginning is the introduction, the part of the lesson where the facilitator creates excitement. This can also be a time where the facilitator refers back to a previous activity, linking the anticipated lesson with one they have already learned. The middle is the core of the activity, where children are actively engaged in the process. The end is often a summary of what was learned, or a quick review of the important points. Some activities come to a close on their own.

### **Children learn best when the activity is relevant to their own lives**

This is true for adults as well. Make the activity relevant to them. Feel free to use examples that kids may have already brought up. Connect the mind with the heart and make the activity meaningful to the group as a whole.

### **Children learn best when the facilitator provides open-ended questions**

Open-ended questions encourage dialogue and discussion. These types of questions are more objective and less leading than close-ended questions, which encourage "yes" or "no" answers. They typically begin with "Why" or "How" or "Tell me about that..." Older children in a group respond very

well to these types of questions, and group facilitators can gain more information about a child's life or perspective.

### **Children learn best when the facilitator understands that there needs to be the freedom to change the activity in the middle whenever it is appropriate**

I can't stress this point enough! When working with kids, be prepared and flexible. A great way to tell if it's time to change an activity mid-gear is by observing the group. Have "chair acrobats" started? Are kids wriggling around? Are kids excited or are they not responding to questions? You may see the group is no longer engaged, but you think to yourself, "I still have important points to teach." Keep in mind that children can only listen to a certain point. If you have lost the group, no matter how important or relevant the rest of the information, it is time to move on.

### **Children learn best when the facilitator understands the audience, and makes adjustments when needed**

Be aware of the personality of the group as a whole. Some groups are very reflective, needing a good deal of time for processing in an activity. Some groups are very active, moving through the activity quickly and energetically and need less time to talk. Tailor your delivery to the needs of your audience. Is there a recurring theme in the group? It is perfectly appropriate to incorporate these issues into the activity. By doing so, you demonstrate to the group that you have been listening to their concerns, and you also make the activity relevant to their own lives.

A skilled kids' group facilitator should be able to keep the activity moving along, following the plan, but with the flexibility and adaptability to change it if it is not meeting the needs of the group. The best activity can fall flat on its face if it is not delivered in an engaging, age-appropriate manner. My hat goes off to all professionals who create an environment of safety, support and discovery, whether it's for a weekly one-hour educational support group, or an intensive all day process. By reflecting on how children learn, we can take steps to engage kids, enhance comprehension, and have fun while doing it!

*Peggy McGillicuddy is a counsellor and group facilitator, having provided advocacy and support services for young children impacted by addiction since 2000. She currently serves as a consultant and trainer for the Betty Ford Institute Children's Program Training Academy. Peggy particularly enjoys training and teaching others to work effectively with children from a strength-based perspective.*

## Response Abilities for Youth

### Connect

- Find persons to trust who treat you with concern
- Express pain without causing problems for others
- Seek supportive adults and peers in times of crisis

### Clarify

- Turn difficult events into opportunities to grow
- Explore the thinking and goals behind your behaviour
- Discover your potentials to cope with difficulties

### Restore

- Take responsibility for setting the course of your life
- Identify specific ways to build strength and support
- Mend broken bonds through relationships of respect
- Restore belonging, mastery, independence, generosity



## Keeping kids engaged

For those of us who run educational support groups for school-age children, having an amazing activity with an incredible message doesn't always mean that kids will be interested or that they will "get" it. The key to a successful activity is more in the delivery than anything else.

Anyone who has ever worked with elementary age children knows that it is not as easy as it sounds. The best laid plans can easily fall apart, and before you know it, you're a group facilitator that has lost the group. Needless to say, it can feel frustrating to look around at a roomful of people who only come up to your chin, who haven't yet passed the third grade, and realize that with all of your wisdom and experience with facilitation, the kids are running the show!

In my work with kids ages seven to twelve in the Children's Program, my job title may be "counsellor" but I am also an educator. In addition to offering kids a supportive environment where they feel safe to share feelings, I am also teaching "lessons" on self-care and problem solving. As a teacher of my group, it's my responsibility to create the best environment for learning that I can. This can be a challenge, but remembering some key points about how children learn can help along the way:

### Children learn best when they are excited and motivated to listen and learn

At the beginning of each activity, get kids excited about what they will be learning! Grab their attention and create anticipation of what is in store. Use of body language, tone of voice and energy level all set the stage for the rest of the activity. Speaking too softly or with no energy can create an environment that is non-engaging. As adults, how many of us enjoy listening to a 45-minute lecture given by a speaker, reading the material, in a monotone voice?

### Children learn best when they have the opportunity for success

It is important for children to feel empowered and successful. Create an environment where kids succeed. Ask questions that you know they will be able to answer in front of the group. Modify questions to meet the developmental needs of kids. Children ages seven to twelve are concrete in their thinking, though kids in the upper age range are slowly moving toward abstract thinking skills. If a younger child struggles to answer an open-ended question, reframe with a closed one. Speak to children in a way that conveys confidence in their ability. Give them options

April 2014

## Research Update from Search Institute:

### Developmental Relationships

Both researchers and practitioners have long embraced the idea that interaction with caring adults is central to young people's development. New research being conducted at Search Institute confirms that conviction, but we are also finding that both *caring* and *adults* are necessary but not sufficient strands in the broader web of relationships that kids need to succeed. In addition to expressing care, young people also need people in their lives who challenge growth, provide support, share power, and expand possibilities. And while relationships with adults can do all of those things in powerful and positive ways, so can close connections with friends, siblings, and other peers.

Search Institute has adopted the term *developmental relationships* to describe the broader conception of relationships that is the focus of our new research and development agenda. Through our work to date, we have identified 20 actions that make a relationship developmental, and we've organized those actions into a framework that's being examined empirically through a national study that will be released in Autumn 2014. In the most transformative developmental relationships, all of these actions are bidirectional, with each person contributing to and benefitting from them. For the purpose of clarity, however, the framework is expressed below from the perspective of one young person in a developmental relationship.



## The Developmental Relationships Framework

### Express CARE

Show that you like me and want the best for me.

- Be Present—Pay attention when you are with me.
- Be Warm—Let me know that you like being with me and express positive feelings toward me.
- Invest—Commit time and energy to doing things for and with me.
- Show Interest—Make it a priority to understand who I am and what I care about.
- Be Dependable—Be someone I can count on and trust.

### CHALLENGE Growth

Insist that I try to continuously improve.

- Inspire—Help me see future possibilities for myself.
- Expect—Make it clear that you want me to live up to my potential.
- Stretch—Recognize my thoughts and abilities while also pushing me to strengthen them.
- Limit—Hold me accountable for appropriate boundaries and rules.

### Provide SUPPORT

Help me complete tasks and achieve goals.

- Encourage—Praise my efforts and achievements.
- Guide—Provide practical assistance and feedback to help me learn.
- Model—Be an example I can learn from and admire.
- Advocate—Stand up for me when I need it.

### Share POWER

Hear my voice and let me share in making decisions.

- Respect—Take me seriously and treat me fairly.
- Give Voice—Ask for and listen to my opinions and consider them when you make decisions.
- Respond—Understand and adjust to my needs, interests, and abilities.
- Collaborate—Work with me to accomplish goals and solve problems.

### Expand POSSIBILITIES

Expand my horizons and connect me to opportunities.

- Explore—Expose me to new ideas, experiences, and places.
- Connect—Introduce me to people who can help me grow.
- Navigate—Help me work through barriers that could stop me from achieving my goals.

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## Questions and Answers on the Developmental Relationships Framework

### What are developmental relationships and why do they matter?

A developmental relationship is a close connection between a young person and an adult or between a young person and a peer that powerfully and positively shapes the young person's identity and helps the young person develop a thriving mindset. A thriving mindset is a multi-dimensional construct and the subject of ongoing Search Institute research. A thriving mindset can be summarized as the orientation not just to get by in life, but to flourish—not just to survive, but to thrive.

As anyone who has worked with young people can attest, once a child has developed the drive and, over time, the ability to be the best that he or she can be, an important step has been taken on the path to becoming a productive, happy, and contributing member of society. When a thriving mindset shapes a young person's decisions and actions, he or she is more likely to work hard both inside and outside of school, and to develop a range of social and emotional skills that are essential for success in some type of college, work, and civic life.

### Where does the Developmental Relationships Framework come from?

The Developmental Relationships Framework builds on Search Institute's foundational research on Developmental Assets as well as a year of focused quantitative and qualitative analyses and reviews of research on the importance, quality, and nature of relationships that make a positive difference in young people's lives. The Developmental Relationships Framework will be continually tested and refined

through studies of relationships in families, schools, youth programs, and communities.

### How do developmental relationships work?

Our working hypotheses include the following:

1. Interaction in a developmental relationship is bidirectional, with each person contributing to and benefiting from the relationship.
2. Though a single developmental relationship can be powerful, young people grow the most when they experience multiple developmental relationships across multiple environments.
3. Developmental relationships matter within and across the life course, cultures, and contexts. There are likely similarities and differences in how these relationships are expressed and nurtured at individual, family, community, and cultural levels.
4. Developmental relationships contribute to a number of critical outcomes, including educational performance, behavioural choices, and perseverance in the face of difficulties and distractions.

### How can we create and strengthen developmental relationships?

In addition to enhancing understanding of developmental relationships through research, in the years ahead Search Institute will also work with schools, youth programs, families, and communities to co-create practical tools for strengthening developmental relationships, such as:

- Structures:** We will identify organizational arrangements that promote the creation and strengthening of developmental relationships within schools, youth programs, and families.
- Starters:** We will design methods and activities that put new relationships on the path to becoming developmental relationships over time.
- Strategies:** We will identify techniques that strengthen and sustain developmental relationships in a variety of contexts.
- Solutions:** We will discover relationship-based ways to solve pressing problems in education and youth development, such as improving academic performance and reducing risk behaviours.



Warming Hearts  
Inspiring Minds

**Te Whakaritorito Trust**  
**PO Box 264 Hastings**  
**Youth Mentors**

**We're seeking youth mentors to work in schools. You need experience working with groups of school children in a particular activity such as Kapa Haka, Pasifika, creative dance, self-defence, the arts, crafts, music, organic vegetable gardening.**

**You need to be caring, an active listener, self-motivated and creative with children from different cultural backgrounds. By fostering social interaction, encouraging children to be responsible for their own learning and imparting leadership skills you can become a much needed role model for children wanting to discover their cultural identity and increase self-confidence.**

**The Trust provides free training with positive feedback enabling you to evaluate your progress in unique ways. These are part-time paid positions on a weekly basis and you need to have a full NZ driver's license.**

**If you're interested in youth mentoring please:**

**Ring Roger on (06) 8706448**

**Text him on 027 2324700**

**Or email your CV to [info@mentor.kiwi.nz](mailto:info@mentor.kiwi.nz)**

## "Getting To Know You" conversations and activities

1. Spend the first session making "all about us" posters or booklets. Get the children to fill in their questionnaire (see appendix). This could include pictures of the children engaging in their favourite activities. When these are completed use them to initiate conversation. Ask each student questions about their poster. For example: I see skates and a hockey stick. Do you watch hockey games on TV? What is your favourite team? Do you skate? Have a hockey stick? Play hockey etc?
2. Find out what the child likes to do in their spare time? If a child tells you they like to watch television, ask about favourite shows.
3. Ask the child about their family: how many brothers and sisters does the student have? If the student is an only child, ask about cousins, friends, grandparents, aunts, uncles etc. At a second session have the students draw a picture of their family. You as a mentor do the same.
4. Ask the child about their favourite foods. For example: do you like pizza? What do you like on your pizza? If you could make your own pizza what would you put on it? Draw your special pizza for me.
5. Ask the child if they have a pet and if so to tell you about it. If they don't have a pet, have them talk about the kind of pet they'd like to have.
6. Find out about the children's ages: How old are you: When is your birthday?
7. Seasons: What is your favourite season? Why? What do you like to do most in the winter, spring, summer, autumn?
8. Bring a puppet or organise a role play. Take turns playing with the puppet or acting out different parts in a situation that's happened in the playground or in a scene they've seen on TV.
9. Display a sense of humour. Laugh with the child. Tell a couple of age appropriate jokes. This is always a good icebreaker.