



Hard Hats



Trust Projects

Hard Hats is an after school program that is facilitated by David Tait from Kiwi Adventure Group. They are now located in an office at the Pettigrew green arena in Taradale, Napier. The program is every Friday afternoon from 3.30 until 5.30. Sometimes it goes on until 7pm. Hard Hats is located at the St Matthew's school on King Street west. Each term we have a different subject like cooking, mechanics, adventure, or film. We have recently gone to the Redwoods Forest on the top of Te Mata Peak and went yachting. It was a challenging and fun adventure. A few weeks ago we had Top Parish, a three day activity with Anglican churches and youth groups. We travelled to Rotorua one Friday night and carried on from there. We shared fun and teamwork activities like playing games and battling other parishes. We prepared a march routine and a banner. Last year we went swimming and cooked food. We learnt how to make a five course meal. It was fun and everyone enjoyed it. Hard Hats is a fun and safe place to be with friends and it would be good for you to come along one day. It is a great opportunity to explore, learn, and have fun.

By Chyna-Rose Solomon



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



Sharing The Caring News

Building Strengths, Inspiring Minds

Te Whakaritorito are improving youth mentoring services in the Bay. An independent evaluation done by management students, EIT in 2011, found senior staff need to give more support to school principals. Also evaluation methods tried in the past only give limited information on a child's progress. What we are seeking is good news stories from how children are building on their personal strengths experienced in "learning by doing" group activities. Primary schools mainly use literacy and numeracy tests to assess a child's progress. But there is little in the way of evaluating children's strengths such as leadership, teamwork, asset building, empowerment, constructive use of time etc. For example with some activities children are so enthusiastic about what they are learning they will practice moves in their lunch hour in between sessions but this isn't always given formal recognition by the wider community. While we are developing new evaluation methods, the bottom line is to have a goal for the children to work towards.



With kapa haka and Pasifika this could be a performance either in or outside of school that demonstrates to the school community what the children have achieved in their practices.



With Kapai te Kai this could be a visit to different types of vegetable gardens in the district. This means at the beginning of a series of sessions, parents can be informed well ahead of time, so they can take time off work and other commitments to attend performances or school trips.

The other development the Trust is looking for is community linkages. With Aikido for example, Te Ara Hou school have opened their facilities for a White Dragon Aikido Centre so children can continue their skills after school sessions cease.

Paenga Whawha

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News Desk:

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**Roger McNeill
Ann Gieskens**

Building Strengths, Inspiring Minds continued

Another aspect to look at is how school principals select children to go into each group activity. In the past, based on the research completed by the Trust in four Hawkes Bay schools trying hard not to exclude children, it has been assumed the Trust's mentors team also had experience in dealing with challenging children. It is true the Trust spends a lot of time training mentors to respond to challenging children. However, what is exciting about the research was each school tackled the problem of inclusion in entirely different ways and basically it was change from within the school culture that had a beneficial effect on challenging children.

Already, some school principals have changed their stance and are now selecting children based on a child's interest and passion for a particular group activity. This would comply with overseas and Australian research on resiliency which found if you take 100 of the worst possible children you could ever imagine with the most atrocious, abusive backgrounds, about 50 to 75% bounce back and lead perfectly productive and useful lives. This means no matter how challenging a child might appear to be, they also have strengths and positive assets that can be recognised and built upon that help them choose more relevant subjects and career pathways to develop them for intermediate school, secondary school and future employment.

Currently there is a longitudinal study in progress at Massey University which is studying why children and young people become resilient. Also the Search Institute has over the last ten years developed different forms of assessment that help children realise their interests, dreams and passions while still at school. Some schools have developed core values for their school motto while others have developed virtues that when rolled out on a weekly basis form linkages with different core subjects. The Ministry of Education is encouraging schools to adopt a process of *enquiry learning* where children own their own questions and teachers adapt their teaching style by pointing children to sources of information via the Internet and libraries so children can take responsibility for pursuing their own learning paths relevant to chosen interests.

There is a sense in which each learning activity such as organic vegetable gardening, kapa haka, creative dance, art, Pasifika, self-

defence all add to a child's literacy because different words are being used in each activity. But our aim is to improve youth mentoring services to the point children can with the help of their form teacher and parents evaluate themselves and take more ownership and responsibility for each activity. At one school, senior students mentored younger students in between practices, so the mentors didn't have to waste time in too much repetition when passing on new skills. When the group evaluation process has been developed we might need to look at one on one mentoring with selected students rather than just relying on group evaluation methods. If anyone has any ideas on how Te Whakaritorito can further build children's strengths and inspire minds in the Bay we welcome meeting with you to discuss this. In the interim we welcome the opportunity to walk alongside school principals, mentors and volunteers to get feedback that can help everyone develop more effective practices as a whole. If you have any thoughts that could help please contact

Roger McNeill in Hastings on (027) 2324700 or Kerry Kitone in Napier on (021) 1309789



EATING DISORDERS

DSM-IV Anorexia Nervosa

Where food is no longer eaten for positive reasons like pleasure and the maintenance of physical health. But used as a weapon to avoid negative experiences and a way of coping with problems. New Zealand research of 15 year olds showed that although 75% were healthy weights 68% of all girls wanted to lose weight. 54% of girls reported that they are dieting and have done so since they were about 13 years old.

An eating disorder is present when a person:

Is constantly thinking about eating or not eating

Feels out of control around food

Uses food to meet needs other than hunger

Becomes obsessed about food, weight and body shape.

It can affect anyone of any weight.

The four main types are as follows:

- Anorexia Nervosa
- Bulimia nervosa
- Bing Eating
- EDOS



The high risk groups are young women with a low or high BMI who have weight concerns, menstrual disturbance, GI disorders or psychological problems.



A. Low weight of less than 85% of the expected weight for their age and height.

B. Intense fear of weight gain or becoming fat.

C. Body image disturbances such as becoming unduly influenced by body weight/shape on self-evaluation and denying the seriousness of low weight.

Binging is:

Objective and eating more than most people would and lacking control

Subjective: Eating more than most people would (perceived only by patient) and lack of control.

Triggers include

- Depression
- Anxiety disorders (OCD)
- Family relationship problems
- Emotional deregulation

Signs to watch for:

Dramatic weight loss

Wearing loose, bulky clothes

Preoccupation with food-dieting, counting calories

Refusal to eat certain foods-fats/ carbs

Avoiding meal times

Exercising excessively.

By Ann Gieskens

How are we going? Taking the temperature!



In any group there are those keen to contribute and do so often and those who are more reticent. This activity provides a structured yet free-flowing opportunity to 'check out' how we are all going and to 'check in' with one another. It allows sharing from children in the group as to how they are faring but, importantly, doesn't develop into a debate or argument. Ideas from this sharing can be taken up and explored in other ways outside the temperature reading itself but often it is enough to have shared in the first place in the family circle.



Purpose - To provide a structured and safe opportunity for participants to share their reflections, feelings, hopes and concerns.

Instructions - Ask the children to form a family circle preferably sitting. Explain that this activity is designed to share what we are thinking and how we are feeling about the activities so far or about a particular event or experience. Describe the process of moving through the five categories and emphasise that we won't

respond to what people say during the sharing although we may later take up ideas to raise to explore in more detail. Describe the five categories as outlined below:

Appreciations - Used to express gratitude or thanks for something that you've experienced or learnt.

New information - Any announcements or new information which has come to light or which you would like to share with the group.

Puzzlements - Any questions, wonderings, musings that you may have but not necessarily expect an answer for immediately.

Concerns with recommendations - Time to raise any issues but to keep it constructive; these are to be accompanied by a suggestion as to what might help.

Hopes - Expectations and aspirations, and things you don't want to see happen.

Starting with appreciations, invite participants to share any relevant thoughts. Don't be afraid of allowing periods of silence. Allow the thoughts to emerge in their own time. Continue the process with the other categories of thoughts. It is often enlightening to finish with reflections on the process.

Facilitation notes

You may need to provide an example of your own for each of the categories to help get things rolling. Participants may choose to 'pass' for some of the categories. This activity isn't intended to develop into a full-blown discussion or debate around the matters raised but rather to allow reflections and observations to emerge. After consultation with the group however it may be useful to identify and record those comments that need to be followed up for deeper discussion.

This activity can be repeated over time as the project progresses, develops and issues change.

This activity has been adapted from Preskill S, Vermilya L & Otero G (2000) *Skills for democracy: Promoting dialogue in schools* Victoria Australia Hawker Brownlow Education. More information can be found at www.relationalearning.com

Better Home and Living Show



Come and spend time with us at the **Better Home and Living Show, Pettigrew Green Arena in Taradale Napier, which will be held on Friday, Saturday and Sunday (May 24, 25 and 26th).**

We will be selling plants from the Kapa Te Kai project, T-shirts and other items to help raise funds for our mentoring projects. Project brochures and newsletters will be available. If you are interested in mentoring or volunteering we could have a vacancy for you and we can invite you to our next Wananga (shared learning event) where youth mentors learn how to communicate better with challenging children. Our mentoring strategy is to work alongside youth leaders, young people, children, parents, school principals and whanau by building up relationships of trust to discover a new person's strengths, talents and capabilities. We harness each student's potential by matching them with creative "learning by doing" activities supported by youth mentors and volunteers so each student can realise their capabilities, improve upon them and become masters of their own learning path in life.



Sharing The Caring News

Where have we come from and Where are we going?

In January 2004, a needs assessment in community mentoring was conducted in consultation with Hawkes Bay community leaders. Trustees then conducted a pilot project, recruiting volunteer mentors willing to learn the arts of group facilitation, coaching and networking.

In 2005-6 community workers and youth leaders met on a regular basis in Napier to share their concerns about the numbers of stand-downs, suspensions and expulsions from Hawkes Bay schools. A steering group called the Transformative Action Network was formed in 2007. They decided Roger McNeill and Kerry Kitione would prepare a handbook on transformative action processes already working in Hawkes Bay. Four schools (Camberley School, Flaxmere Primary, St John's College and TKKM O Te Ara Hou) were chosen (one a high decile and three of a low decile). Camberley and Flaxmere are both primary schools, St John's college a secondary school and Te Ara Hou take children from pre-school right through to secondary age. A handbook, "Listening to Voices in Four Hawkes Bay Schools" the result of three years community action research was published in 2010.

In conjunction with RTLB teachers at Taradale, a feasibility study was conducted in May 2009 to ascertain whether "learning by doing" group activities could assist young Maori children struggling to engage happily in school. This involved mentoring groups of children in kapa haka at Taradale Intermediate, Reignier school and Meeanee school. Alongside these group activities, one on one mentoring was provided to selected



children with the parents at their home when appropriate. Feedback from RTLB teachers indicated the provision of "learning by doing" activities such as kapa haka was helping children with self-identity, well-being and improved relationships at school.

By 2010 other activities were being offered such as theatre sports, therapeutic art, creative dance (hip hop and zumba), Maori visual arts, self-defence and organic vegetable gardening. An independent evaluation was conducted in 2011 by management students from the EIT. During 2011, in Hawkes Bay schools, 1169 students were stood



down, suspended, excluded or expelled not including those who just dropped out! During 2011-2012, the Trust extended the variety of "learning by doing" services to over twenty schools in Napier, Hastings and Central Hawkes Bay.

The Community Support Worker advertises for and selects mentors, with a track record in a chosen "learning by doing activity" and a youth mentors' coach helps organise workshops (wananga) in mentoring practices, holds hui where mentors can share concerns and provides personal support to each mentor as required.

Mentors are paid part-time for their services with the agency (community service, school, youth centre) providing a contribution towards time spent while the Trust provides administrative support, job descriptions, supervision, liability insurance, training, support, travel expenses and learning resources.

In partnership with Volunteering Hawkes Bay, the Trust engages volunteers to learn from and assist with services being offered. Ann Gieskens assists with newsletter design. Oladimeji Fayomi updated the Trust website last year and moved to Waikato University. Another volunteer is required

Sharing The Caring News

to redesign the Trust's website to include children and parents with links to social networking sites. Matthew Myers helps update the various Trust databases which now have over 400 members. Mahbubul Islam is helping prepare the Trust's audit report. In association with the Kapai Te Kai project, a new volunteer is needed to design a landscape plan for a fruit forest and community garden at the Napier Family Centre. A school research mentor is being sought to evaluate how the Trust can make a better impact with children and young people.



To help with promotion the Trust provides brochures for each "learning by doing" activity and publishes newsletters to assist mentors, parents and teachers develop different ways to help children achieve better well-being, learn effectively and relate caringly with their families, teachers and friends.

The Trust has several projects and activities:

Self-defence (Aikido) in schools and community centre based at Te Ara Hou School, Onekawa, Napier

Kapai Te Kai which provides organic vegetable gardening in schools, a kohanga reo, a community garden and advises on the production of backyard vegetable gardens helping children and families achieve self-reliance and sustainable living.

Cultural Services (Kapa Haka, Pasifika and Creative Dance) that help children with self-identity, team-building and leadership skills.

Wananga (practical shared learning) where youth mentors, trustees, youth leaders and volunteers learn how to be good practitioners and relate well to the cultural

challenges faced by children and young people they work with.

Support for Staff: Community Support Worker, Youth Mentors' Coach, Youth Mentors and volunteers.

Volunteers Required

Website Designer

Community Garden Facilitator

School Research Mentor

Self-defence Mentor

Youth Mentor

Phone Roger on 06 8706448

Mobile 027 2324700

Or email your CV to

info@sharingthecaring.org.nz

All volunteers are reimbursed with travel expenses



White Dragon Aikido / School of Self-defence.

Te Ara Hou School, Wycliffe St. Napier,
Tue and Wed 3.30 - 5pm 7 years to 17 yrs. Gold coin per lesson. 18+ open mat times 4pm-7pm min one and half hour attendance, (mixed classes) \$15 per week. No membership fees.

Contact :

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