



Sharing The Caring News

The spirit of Christmas is the spirit of love, generosity and goodness. It illuminates the picture window of the soul and we look out upon the world's busy life and become more interested in people than in things.

Thomas S. Monson

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, research.

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 mentoring skills you can become a much needed role model for children wanting to discover their cultural identity and increase their 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
Ring (06) 8706448, Text 027 2324700
Or email your CV to info@mentor.kiwi.nz
Meri Kirihimete Te Whanau!



CORE VALUES

Caring
Integrity
Humility
Respect
Loving Kindness
Forgiveness
Compassion
Justice

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



Warming Hearts
Inspiring Minds

Te Whakaritorito Trust
PO Box 264 Hastings



Te Whakaritorito News

Nurturing A Child's Intuition

Children have heaps of playful energy; they're flat out exploring actively over there, racing back right here. So where are they with themselves really? Then, suddenly when we're least expecting it, they come out with something really remarkably relevant that stops us in our tracks and we ask ourselves. Where did all that intuition come from? What I guess I'm saying is I'm becoming awakened to the fact my extended whanau children I have the privilege to be with for a precious part of my life have an astounding self-aware talent already, so how could I as a grandparent encourage more of that?

Awakening intuition is an essential inner skill; (the others are 'letting go of painful experiences', 'insight into oneself', 'taking in positive experiences' and 'choosing well')

Sonia Choquette sees a child developing their intuition in three ways:



Expanding awareness (awakening intuition)
Embracing intuition (accepting and honouring Intuition)
Asking For Support (actively seeking intuitive guidance)

In a busy, achievement oriented culture, where a child's experience becomes centred on schooling for much of their day and TV, video games or Internet in their spare time – children get discouraged by their parents for being inside too long and when children have the courage to share inner feelings, they feel resistance from teachers for daydreaming. In the busy routines, adults get caught with, they easily impose on children their set course of high outward achievement. For a child to open up to a teacher about something inwardly personal is seen as avoiding the task of getting a handle on school studies. Hence, teachers often find themselves competing with the child's time to be themselves and their own obligations to honour school policy within a given time. Maybe a really insightful teacher could find a way of balancing and integrating the two. But as we all know every workplace has its own pressures and hidden agendas. When adults take the lead in questioning, they often dominate the conversation, making it difficult for children to respond in turn and sharing selected topics that still hold their interest. So there's always the danger a

Ngai Hakihea
Akaakanui
Tamatea Kani
December 2016

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Warming Hearts
Inspiring Minds

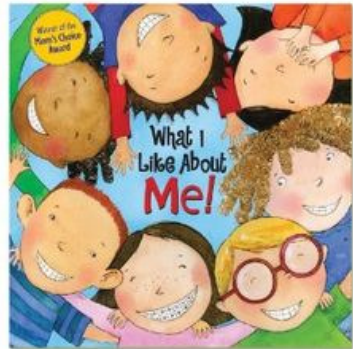
News Desk:

Editors:
Roger McNeill
Ann Gieskens

Nurturing A Child's Intuition (Continued)

child's spontaneous initiative and creative expression could be blocked off by traditional taken for granted styles of getting certain jobs completed.

Maybe, what we need to be doing more of is somehow:

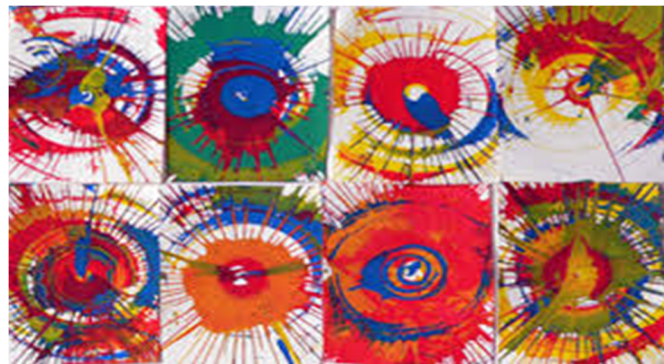


Accepting a child's experience as it is. This will help a child accept their experience as well. Focus on what a child is feeling inside which is always OK whereas how a child behaves externally gets judged as being

either good or bad.

Accept that children are usually more aware of themselves than they can put into words as their verbal abilities lag behind their self-knowledge.

Adjust your personal feedback to what the child is experiencing inside and confiding to you. For example you might sigh in quiet appreciation with a child who says how one of their school friends was mean to them. Or when they say how they got an award for achieving well at school in a particular activity you could say "choice!" out loud and be happy in tune to their smiling at you.



Support them in their creative ideas and suggesting what they would like to do or how they would like to spend time with you.

Take a moment at meal times to be aware of oneself and be thankful for food by celebrating what others may not be so fortunate to have.

Theodor Reik refers to the process of

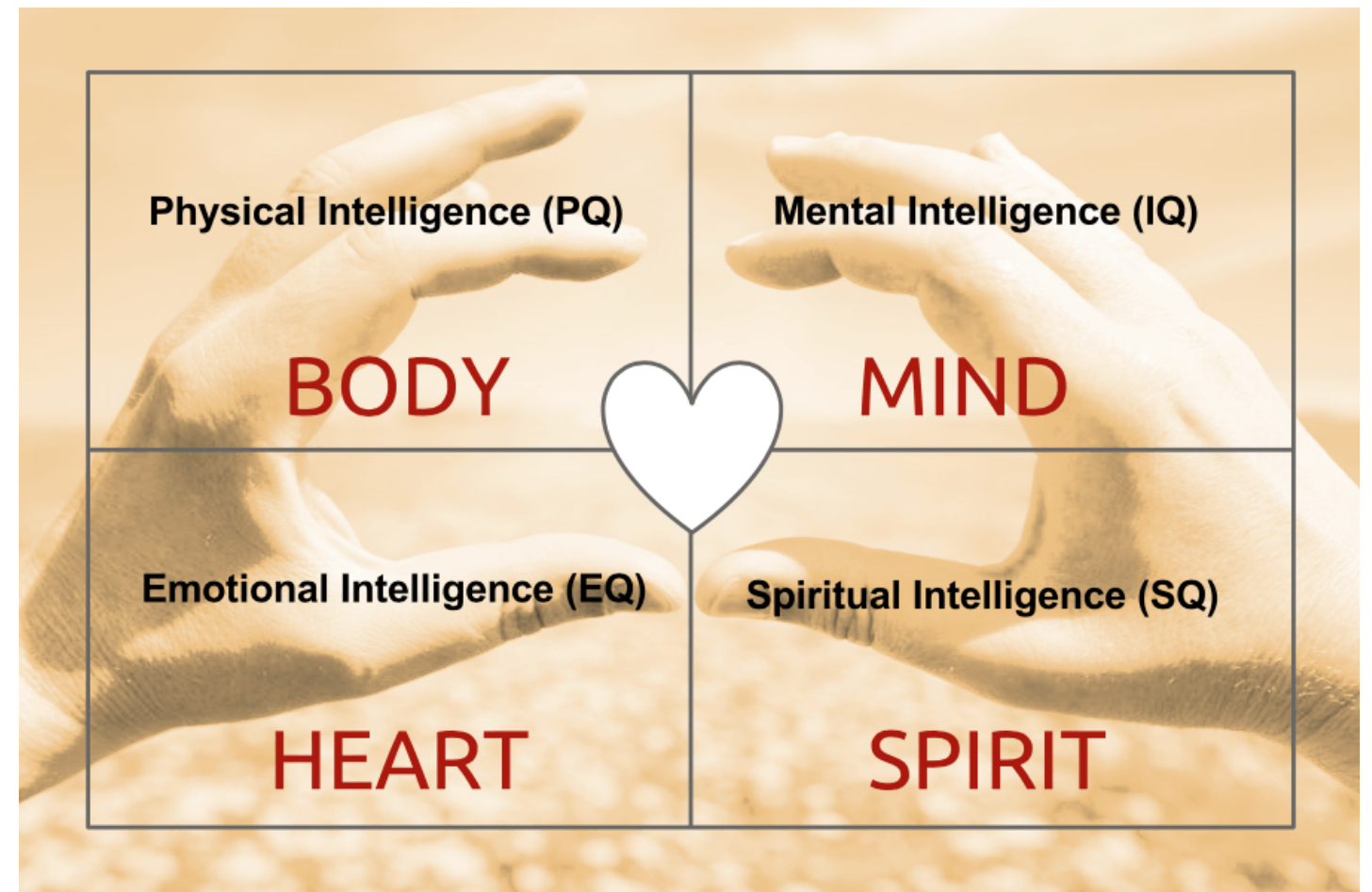
attentive listening as "listening with the third ear" An effective listener, listens not only to the words but to the meaning intended behind the words. A listener's third ear hears what is being said between sentences and without words, what is expressed soundlessly, what the speaker feels and thinks.



During this time of Christmas celebration, I can't help thinking about Jesus whose Gospel writer Luke tells us; "grew, became strong, was full of wisdom and the Creator's blessings were upon him". Then one day, Jesus went missing and his parents found him of all places in the temple sitting with Jewish teachers, listening to them and asking questions just as we could expect a child to do. But here's the crunch line – "all who heard him were amazed at his intelligent answers", while all his parents could do was be astonished as they were so full of worry through trying to find him.

This reminds me of how we can encourage children by describing your own experience to the child: "Well Mummy feels sad, missing you when you when you're in child care but I'm happy as well being able to make money, working, so our whanau and friends can have a good kai!". Get across the idea feeling two ways at once is normal and Ok.

Further, every person whether child or adult, as he or she is at rest, is worthwhile. People don't become worthwhile just by doing all they do when not at rest. It is the Creator spirit who will move in them, create afresh, and change from within. I think for children to be mature persons of faith in their future, they need to be helped to experience their own humanity in some such way.



What are the benefits of activating your Heart Intelligence?

Research in modern science, including research done at the [HeartMath Institute](http://www.heartmathinstitute.com) and a whole new field called [neurocardiology](http://www.neurocardiology.com), shows that by activating your Heart's Intelligence, you will gain the skills and tools to:

- Decrease emotional upsets and increase positive feelings so you can make empowering and life-affirming choices for yourself, loved ones and our world
- Loosen the hold of stress, worry, and anxiety by actively choosing joy, compassion, appreciation and love instead
- Improve your mental focus and clarity regardless of what's happening "out there."
- Create an optimal inner terrain for healing and easing the stress of chronic pain and illness, by consciously accessing your heart's wisdom
- Build an inner reserve of energy that helps you to thrive in these complex and chaotic times
- Activate your heart's intelligence to bring your work and life into greater alignment with your deeper life purpose
- Create more authentic, intimate and harmonious relationships

ACHIEVE YOUR GOALS MORE QUICKLY AND EASILY

GABRIEL GONSALVES

Want to learn more? <http://www.heartintelligencecoach.com/>

What science is doing is validating what our spiritual traditions have been telling us for thousands of years: that the heart stands at the centre of an intelligence system that gives us access to not only our soul's wisdom, but the wisdom contained in the entire Universe!

What is Heart Intelligence?

Heart Intelligence (also known as HQ or Heart IQ) is a higher level of awareness that arises when you are able to integrate your physical, mental, emotional and spiritual intelligence. When fully embodied and integrated, Heart Intelligence gives you the ability to be fully real, present, connected and heart-directed in every area of your life so that you can experience greater levels of performance, creativity, intuition and higher order thinking.

What's the difference between Mental Intelligence, Emotional Intelligence and Heart Intelligence? Let's take a look at each one:

Physical Intelligence is the natural intelligence of the body and each one of its parts. It's the consciousness or programming behind each cell, our DNA and molecular structure that tells the body exactly what to do and when. This is how physical healing takes place.

Mental Intelligence, also known as IQ (Intelligence Quotient) is the measure of your ability to think and reason. This intelligence is normally associated with the left side of your brain that thinks in terms of logic and language.

Emotional Intelligence, also referred to as EQ (Emotional Quotient), is your ability to identify and assess your emotions and the emotions of others. This intelligence is normally associated with the right side of your brain, that associated with creativity and emotions.

Spiritual Intelligence, also referred to as SQ, is the intelligence or wisdom of the soul. Think of this as the accumulation of wisdom your soul has acquired as it journeys through different dimensions and lifetimes. It's also an intelligence that connects us to the Greater Intelligence system we call God, Spirit, the Universe, the Great Spirit or simply Life.

Your heart, when energized, has the capacity to unify or bring into a state of coherence all systems in your body. This includes not only all your organs but also your intelligences. Doing this will allow you experience a state of flow, or *Coherence*.

Coherence (also known as [psycho-physiological coherence](#)), can be understood as the capacity to flow and the capacity to accept things as they happen: accept life and accept the moment-to-moment experience. When we experience coherence, we tend to be in an accepting state that allows us to flow with rather than resist the unfolding of events. Coherence is a fluid state; a state that is relaxed; a state in which you have your full attention on the here and now—you inhabit your moment, your body, and your mind in the most relaxed and joyful way.

From this space, you can respond to life from a deeper place of Love, Compassion and Acceptance which we call the Heart. You can think of Heart Intelligence as the process of integrating the heart, body and mind so you can access the Heart behind the heart.



Sharing The Caring News



So what's the hurry? It takes time to realise you're more than an individual. You are a whole person as well. You may even make time to be still for some much deserved peace and quiet! You could feel free to take stock of life's aspects you were taking for granted or overlooking. You could have time to take in the character of the whole world you're moving in; compassionately communicate with people around you and when you get bored and feel lonely or miserable, make sure you seek someone out that can support you as an intuitive guide to help you get back to your true self. Then you can laugh again, play again and renew your spirit to explore further because.....

What we've been trying to do in schools is to create an experiential sense of community where children sitting in a circle can be themselves and learn from one another as equally as from their mentor or teacher. Too often intuition is crowded out by well intentioned people who think they're efficient, when in reality, their body language tells children they're being anxious about filling up empty spaces and not wasting time. This can mean - arts, drama, music and even sport are pushed out to the edge except when portrayed as further forms of competition. Such powerfully driven work cultures create a shrunken, conformist humanity where to realise one's spirit from within is rare. Although these inner skills get much less attention than the outer ones - like long division, writing business letters or driving a fork lift - they make a big difference in a person's well-being, values and contributions to others. So it would be great if children had more space and time to consider their true aspirations in life instead of stumbling from one false start to another.



The thought manifests as the word;
The word manifests as the deed;
The deed develops into habit
And habit hardens into character;

So watch you're thoughts and their ways with care,
And let them spring from love
Born out of concern for all beings...
As the shadow follows the body,
As we think and feel, so we become.

- Roger McNeill, Community Mentor





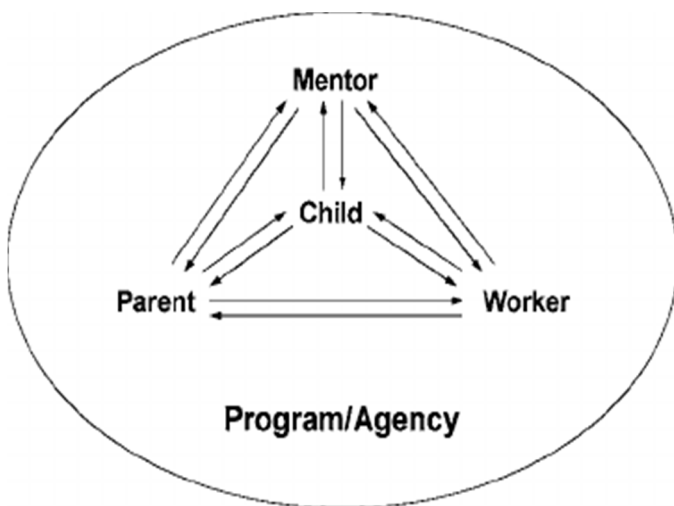
NZ Youth Mentoring Network Workshop Report

On the first of October, my adventure began when my alarm woke me up at 6:30am. Co-ordinating 2 buses was a mission, but I successfully arrived at Te Taiwhenua O Heretaunga before the workshop began. When I arrived the most inspiring person I saw in the room was a woman sitting in her special wheelchair. I thought if she could overcome her obstacles to attend and participate, so can I. Whenever I felt anxious, just looking at her encouraged me to calm myself down again. My only regret is that I didn't have enough courage to speak with her properly.

As requested I wrote the following words and phrases to describe our youth mentoring programme: Trust, respect, inspiring, gaining self-confidence, motivating, fun, relationships, sense of self-worth, discovering strengths, team building, helping and supporting one another, goal-setting, sense of belonging, learning new skills, accepting diversity – unity

Our goals are:

Changing student's attitude towards school. Involving the whanau and giving support. Tautoko – important in Maori society, You lose mana and respect for not being there. You don't get invited you are expected to know and turn up. We **nurture talent** by expanding children's interests, helping them be creative, looking for outside activities, keeping a variety of resources at home and showing genuine respect so children will value the mentors more as people who can help them nurture their talents and expand their vision.



Our mentoring services are:

We facilitate workshops for youth mentors, community practitioners and volunteers
Cultural awareness for teachers
Acknowledging more activities that include Maori and Pasifika culture
Talent hunting other training organisations for youth mentors
Aikido (self-defence) that emphasises compassionate values
Hard Hats Youth Club – adventure training
Edible gardening
Maori visual art
Theatre sports
Art Therapy
Pasifika



Taha Tinana (physical health)

The capacity for physical growth and development.

Taha Wairua (spiritual health)

The capacity for faith and wider communication.

Taha Whānau (family health)

The capacity to belong care and share with individuals who are part of wider social and cultural systems.

Taha hinengaro (conscious health)

The capacity to communicate, think and feel where mind and heart are balanced

Heart Intelligence

These days everyone is talking about the Heart. Everywhere you look and listen, people from all religions, cultures and ages speak about the heart as if it was the true centre of wisdom: 'follow your heart', 'connect to your heart', 'lead from the heart', 'speak from the heart', 'consult your heart'...



Educating the mind without educating the heart is no education at all.

~ Aristotle

Surely, if Aristotle were alive today, there would be a big smile on his face! A student of Plato and tutor to Alexander the Great, Aristotle believed and taught a '**cardiocentric**' model of human anatomy where the heart was the true centre of human intelligence and not the brain.

For the past 30 years scientists at the [HeartMath Institute](#) as well as hundreds of independent researchers, including researchers in the fields of neurocardiology, have been speaking about Heart Intelligence, a higher level of awareness that arises from the heart.

Their research has discovered that...

- The human heart has approximately 40,000 neural cells. This means the heart has it's own nervous system, which actually sends more information to the brain, than the brain sends to the heart!
- From a biophysical perspective, every heart contraction creates a wave that pushes blood through the veins and arteries providing the energetic signal that helps synchronize all cells of the body, including the brain.
- From a hormonal perspective, the heart is a hormone-producing endocrine gland, producing ANF (an antibody) to control blood-pressure, adrenaline, dopamine and oxytocin (the love hormone). Oxytocin reduces fear, increases eye-contact, and increases trust and generosity.
- From an electromagnetic perspective, the heart's electromagnetic field is 5,000 times more powerful than the brain's! Our heart's electromagnetic field expands and touches those within 8 – 25 feet of where we are positioned!

Māui And The Giant Fish (Continued)



The giant fish towered over their small canoe. "This is the fish that our grandmother, Murirangawhenua, said would be gifted to us," Māui said. "Guard our fish, and I'll soon return with our people."

The brothers agreed to stay, and Māui headed back to Hawaiki. However as soon as Māui had gone, the brothers began

chopping greedily at the huge fish, claiming huge pieces of it as their own.

When Māui returned, his people were amazed to see the giant fish. "Māui is the best fisherman ever," they marvelled.

As they neared the brothers were seen still chopping and arguing over which part of the fish was theirs. The people saw them for the greedy brothers they were. They were so greedy they had chopped huge gullies and mountains from the fish's flesh.

Over many hundreds and thousands of years, these gullies and mountains became part of the landscape of Aotearoa as we know it today.



Birds, plants, animals and the people of Hawaiki populated the giant fish of Māui.

<http://eng.mataurangamaori.tki.org.nz/Support-materials/Te-Reo-Maori/Maori-Myths-Legends-and-Contemporary-Stories/Maui-and-the-giant-fish>



The fish-land 'Te ikaroa a Maui' becomes the North Island the hook or 'Te matau a Maui' is Mahia peninsula in the Hawkes Bay. The canoe the brothers were fishing in 'Te waka a Maui' is now the South Island and the anchor holding the boat 'Te punga a Maui' is Stewart Island

<http://www.deeknow.com/notes/maori/maui.html#fishing>



Sharing The Caring News

Mentors bonding with mentees is where the magic begins. Our body language says a lot about us so we need to know how to accurately read our actions and movements.

We all need to open up to one another with trust and respect and continue developing more mentoring skills. It's helpful for mentors to do a positive self-reflection after each session. It also helps to understand and embrace cultural diversity. We all need to stand together supporting one another. Then we can better tune into the needs of mentees.

Writing notes about the day's session including any issues arising is a good idea. There's no right way although it's especially helpful to have good listening skills and avoid being judgemental. Where possible it's good to network with other mentoring organisations, and work with them as partners.

Why was Te Whakaritorito Trust first established? Too many youth were dropping out of school and/or ending up in prison. A feasibility study was done alongside consultations with community leaders to find solutions that would work. Only schools trying hard to include their students were chosen for the research. Schools with a zero tolerance policy missed out.

Evaluations

It's a good idea for mentors and mentees to write an evaluation after the end of each session. In their self-evaluation, mentors need to ask themselves, "Where are my strengths?" and "what do I need to improve on?" Create simple evaluation forms for mentees to fill out at the end of each session as well. The information must be relevant to our goals and the type of support we're aiming to give. Also gathering information from the mentee's family and teachers when available is helpful as they are the life-span experts of their children. The mentees and their parents' responses need to be based on what they want to tell us, NOT on what we want them to say.

The workshop was well organised, informative, helpful and inspiring. The venue and the catering were well received. We had regular small group activities to hold our interest and keep us motivated. I enjoyed the time spent and learned a lot. I'm glad I attended. The next day my mentor and I discussed the workshop and he was happy with the feedback.

Which leaves us with questions of our own.

How do other mentoring organizations get their mentors to turn up for training sessions without making them compulsory?

How do schools choose their mentees?

What happens to the children when the mentoring programme and sessions have ended?

Shouldn't we enrol mentees into Te Whakaritorito so they can continue being part of mentoring activities they enjoyed and further progress in honing their skills for as long as they want?

Ann Gieskens, Publishing Networker



The tuakana-teina relationship, an integral part of traditional Māori society, provides a model for buddy systems. An older or more expert tuakana (brother, sister or cousin) helps and guides a younger or less expert teina (originally a younger sibling or cousin of the same gender). In a learning environment that recognises the value of ako, the tuakana-teina roles may be reversed at any time. For example, the student who yesterday was the expert on te wā and explained the lunar calendar may need to learn from her classmate today about how manaakitanga (hospitality) is practised by the local hapū.

<http://tereomaori.tki.org.nz/Curriculum-guidelines/Teaching-and-learning-te-reo-Maori/Aspects-of-planning/The-concept-of-a-tuakana-teina-relationship>

"Ma te tuakana ka totika te teina, ma te teina ka totika te tuakana"

"From the older sibling (Tuakana) the younger one (Teina) learns the right way to do things, and from the younger sibling the older one learns to be tolerant"

This can take a variety of forms:

Peer to peer – teina teaches teina, tuakana teaches tuakana.

Younger to older – the teina has some skills in an area that the tuakana does not and is thus able to teach the tuakana.

Older to younger – the tuakana has the knowledge and content to pass on to the teina.

Able to less able – the learner may not be as able in an area and someone more skilled can teach what is required

http://www.turuki.org.nz/tuakana_teina/index.htm



Tuakana-Teina (Continued)

A local web-based buddy system is helping children from Flaxmere and Havelock North break down stereotypes in their communities. Connecting Kids was the brainchild of Flaxmere-born Henare O'Brien, who now lives and works in Havelock North "I used to live in Flaxmere and I live in Havelock North now," Mr O'Brien said. "I had this vision that two guys would be walking down the street, one guy with dreadlocks and one guy in a suit, and they'd go 'hey, it's my buddy'." He said the programme used a web-based wiki - an interactive website - to unite 280 children from Irongate and Flaxmere Schools with students' at Havelock North Primary School. Recently the children met their buddies for the first time during a fun day at Splash Planet and Mr O'Brien said the feedback from the event had been "fantastic".



"The children had a fantastic day connecting to their friends from within Hawke's Bay's wider community ... celebrating connecting with others from communities in Hastings was great." Havelock North student Peti Fox-Reo, 8, said the buddy-programme had introduced her to a lot of new friends. "We can communicate with lots of other people ... and they're not boys," she said. Classmate Bailey Campbell, 8, agreed: "I just like being friends with other people from other schools - it's awesome." Irongate school student Myer Crawford-Pakoti, 10, said the programme showed how few differences there were between the often-contrasted Hawke's Bay communities. "I like getting to know one another - we are all the same," she said. Myer's mother and teacher at Irongate School, Kate Crawford, said the programme sent important messages to the younger generation.

"Myer said it was interesting how people give her

sideways looks when she says where she's from but when they all met they were just the same. "She'll be on the computer every night talking with her buddies from Havelock ... she says 'it doesn't matter where we come from or what we do, we're all kids'. "Mr O'Brien's wife and co-organiser, Kate O'Brien, said she was impressed how the programme was teaching children to think about other people. "There was a game called 'acts of kindness', where they did something nice for someone and wrote it on a piece of paper," she said. "At the end of the day the box was overflowing. Even after the prizes were drawn they kept putting their bits of paper in." Hastings District Council Deputy Mayor Cynthia Bowers was one of a raft of councillors who attended the Splash Planet event and she said it was "absolutely wonderful" Mr O'Brien said the programme was made possible by the Hawks, Flaxmere Family Fun, Splash Planet, ClearImage Design and Print, HRV, Tremains, Peak Vision Church, Culture Flow and the Hastings District Council. Connecting Kids is seeking volunteers and contributors. Contact Henare O'Brien by

email . atorien23@hotmail.com

<https://outlook.live.com/owa/>

Here at Te Whakaritorito Trust we work with young people, youth leaders, teachers, parents and volunteers.

In addition to this we provide creative activities with young people supported by mentors. We facilitate workshops for youth mentors , community practitioners and volunteers We provide 'learning by doing' activities with the support of youth mentoring, companionship and guidance to young people/

<http://www.mentor.kiwi.nz/>



Māui And The Giant Fish

Māui dreamed of the day that he could go fishing with his older brothers. Each time his brothers returned from a fishing trip Māui would ask, "Next time, can I come fishing with you?"

But Māui's brothers would always make an excuse. "No you're much too young to come fishing with us. We need all the room in our waka for the many fish that we catch."

"I'll only take up a little bit of room, and I'll stay out of trouble, I promise," Māui would argue.

The eldest brother would reply, "You're so skinny we might mistake you for some bait and throw you overboard for the fish to eat." Māui would get angry. "I'll teach them, he'd say to himself, 'I'll prove how good I am!'"

Secretly Māui hatched a plan to prove he was a great fisherman. One night when Māui was alone he began weaving a strong fishing line from flax. As he wove he recited an old karakia to give his fishing line strength. When he was finished, Māui took a jawbone which his ancestor Muri-rangawhenua had given him, and bound it securely to the line. Early the next morning, Māui took his fishing line and secreted himself in the hull of his brothers' canoe.

When Māui's brothers pulled the canoe into the sea they noticed something a little different. "The canoe is much heavier this morning, are you sure you're helping?" said one. "I think you've been eating too much kumara!" said another. "Stop your bickering and get on with it!" said the eldest brother.

None of the brothers noticed Māui hiding in the hull. When Māui heard his brothers drop the anchor, he knew they were too far from land to return. Māui revealed himself to his brothers' surprise.

"What!"

"What are you doing here?"

"You tricked us!"

"No wonder we haven't caught one single fish!"

The brothers were angry with Māui, but Māui spoke up. "I've come to fish because Muri-rangawhenua said I would be a great fisherman. Let your lines down as I say my karakia and you'll catch more fish than you ever have." Māui began his karakia. The brothers threw their lines into the water and instantly began catching fish. One after another they pulled their fish into the waka. In no time the waka was full and the brothers were delighted with their catch.

"We're the best fishermen ever!" the brothers congratulated each other.

"Now it is my turn to fish," said Māui.

The brothers laughed when Māui pulled his fishing line from his bag.

"Huh, you'll be lucky to catch a piece of seaweed with that!"

"Or maybe a piece of driftwood to float home on!"



The brothers couldn't contain their laughter. Māui didn't listen, instead he recited his karakia and readied his line. "Can you give me some bait for my hook?" Māui asked his brothers. But the brothers only laughed harder so Māui clenched his fist and hit himself hard on the nose. His nose bled and Māui covered his hook with his own blood.

Māui then stood at the front of the canoe and whirled his line above his

head as he recited his karakia. He spun his line out to sea, the line sunk deep to the ocean floor, down into the depths of the domain of Tangaroa, and instantly the hook was taken.

Māui's line went suddenly taut. The brothers stopped their laughing and held tightly to the side of the waka as they began to speed across the ocean. "Cut the line!" a brother called, clearly quaking in his seat. "We'll all be drowned," said another. "Please Māui cut the line!"

But Māui held tight to his line, and slowly a giant fish was pulled to the surface. The brothers huddled in the waka shivering with fright.