



Sharing The Caring News

having dinner you turn your phone off or don't answer the phone if it rings late at night while you're having your well earned break doing whatever. We tend to take for granted by working for a wage instead of a salary, we work some hours for nothing just to keep our performance up to a proficient standard. By living in a contemporary world shot through with global values, our lives have become quite complicated. Quite unwittingly we end up servicing a whole constellation of expectations from family, colleagues and friends unless we learn to prioritise by truthfully saying no to some. By budgeting our time we can keep some of our private time sacred in order to recover much needed energy. "A healthy life needs balance just as it always did. Sure we need work, focus and activity. But we also need time to rest, drift and engage with what is creative, natural, sensual and uplifting. What's more we need that regularly." (Stephanie Dowrick 2004)

An open heart means you may feel tortured, betrayed, powerless, helpless and yet stay open. It means even in the midst of disappointment and defeat, you remain connected to people as well as the sources of your most profound purposes. Leading with an open heart helps you to stay alive in your soul. It enables you to feel faithful to whatever is true including doubt without fleeing, acting out or reaching for a quick fix. Moreover the power of an open heart helps you to mobilise others to do the same – to face challenges that demand courage and to endure the pains of change without deceiving yourself or running away.

By: **Stephanie Dowrick and Roger McNeill**

Social Justice Spreads

What does social justice mean to you?

On Friday the 30th of August, David Tait, youth leader took a small group of children from our youth group Hard Hats based at St Matthews school and taught us about social justice. The children traveled to the Hastings courthouse to look at the murals on the side of the building. The murals depicted non-violence against children, it's ok to say no and encouraged people to look after those around them. We also had a tour inside the new court house where we saw the court-rooms and the places where offenders are held before being judged in the courtroom. Once returned from our trip the children had an idea to do murals of social justice on the concrete with chalk. Social justice means for me helping others who are in need and sharing with others who care. This is a poem written about social justice and helping people:

Helping Others

Getting people good food is what we do

Giving them clean water is part of it too.

Helping people get warm homes and a job can be handy

Showing a smile helps a happy family feel worthwhile

Friendship and care is why we are here.

Written by Sunmeet Klair, 12 and Chyna-Rose Solomon, 12

We also made fun dances and funny rhymes . We had an enjoyable experience getting to see the court house, reflecting on social justice and helping our community. What does social justice mean to us kids? It means helping others in our neighbourhood, local community and other countries.

Written by Chyna Rose Solomon



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.



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The Culture Young People Live In Today

Young people interpret today's world with different cognitive and emotional capacities than most adults around them. These differences in capacity make the world a different place. For example there's been a move away from cohesive or homogenous ecological environments experienced by prior generations to broken ecologies with people moving further away to find work. The breakdown of extended families and isolation of the nuclear family has resulted in more broken and blended families. The government through WINZ has imposed further pressures on solo parents, disabled individuals and distressed people to find work even though many available jobs are only part-time. The challenge is for these people to join up part-time work in order to make full time work that enables them to meet their ongoing commitments of supporting a family and pay for further education and training. Contracts for part-time wages which long ago replaced annual salaries are becoming shorter in the length of time before being terminated.



Today's teenagers are living their whole lives in a poly-vocal world where the various voices surrounding them are frequently in loud disagreement with one another. Government leadership at all levels, schools that are all different from one another with their own core values, unique cultures and organisational style, parents isolated from other care-givers, sensational news versus in depth reporting, entertainment media of all levels and friends from different cultural upbringings and ethnicity all contribute to increasing choice and confusion.

Though the cultural context has changed, one constant challenge for young people is the need to develop a sense of their own self-esteem, identity and networks of support. Children and young people come into contact with various potential competing influences in the course of their weekly lives. Overscheduled lives contribute to three main concerns.

1) the hurrying of children and young people to responsibilities beyond their capacity

September 2013

Mahuru Tapere

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News Desk:

Editors:
Roger McNeill
Ann Gieskens



- 2) the impression among youth the scheduling is for the adults benefit and not their own
- 3) the loss of unstructured time with family and other caring adults

In low income households whose families are living through crises, young children and teens appreciate the need to take on adult responsibilities early for the sake of family survival when they see the need.

Clark found among teens a sense of abandonment impaired by their feeling of being left on their own to raise themselves. Youth felt that by consistently scheduling them into classes, programs and camps, their parents were passing them off to be raised by those paid to do so. For youth-directed organisations, institutions and systems the shift in focus was not immediate but evolved over several decades. As society moved from being relatively stable, cohesive adult communities, intent on caring for the needs of the young to a free for all of independent and fragmented adults seeking their own survival, individual young people found themselves in a deepening hole of systemic rejection. Consequentially it is taking teens longer to move into adult maturity even though they've had to take on adult responsibilities early. Family members today spend less unstructured, spontaneous time together than they have in past generations.

While mandatory education of children and youth through to high school has been a tremendous boon in many ways, it also contributes to an unusual social isolation. Children spend the greatest part of the day away from home corralled into age peer groups and in the care of paid professionals. While this structure may contribute to a systematic and effective transmission of many important curricula, it creates a challenging social environment whereby youth are regularly isolated from the larger adult community except qualified teachers. So we have come to see such isolation as normal and expected when it is a phenomena of just over a century.

Families, even middle class and upper middle class families wherever possible have both parents working long hours outside the home leaving less time for involvement in civic, church, social commitments or even school. When each family is concerned with its own survival, it is less likely to interact in any meaningful way with those on the outside. And If young people understand themselves to be on their own, while parents and other adults are leaving them alone more and more then who or what is helping them gain a sense of identity and purpose?

A young person can be helped by a suitable mentor who can listen attentively and encourage a young person to explore out of school activities relevant to their strengths, interests and talents.



However a relationship of friendship and trust needs to be developed first. Since young people can frequently misinterpret intentions and processes, (as their brains and hearts are still developing), adults need to be more transparent in their thinking and share with young people the principals and processes by which decisions are being made. Yong people can benefit from a wider network of social support and an interpretive lens to read or

even counter the conflicting messages of contemporary society.

Schools, churches, marae and clubs can help by pairing young people with adults or older students with younger students in activities and service where children and young people know the adults working with them care and are interested in their welfare without being paid. Like young people, adults can benefit from community spaces and forums that mix people up and take them on a journey which challenges and supports them to live lives more reflective of deeper principles than market forces encourage. Bringing young people in on a reflective process with adults can provide both with insights into new tools and skills. It can also help us navigate a noisy and conflicting world by developing useful alliances, pathways and networks than can be of benefit to one's self-esteem and forging a new identity.

- Roger McNeill, Community Support Worker



Being fully alive as a mentor

Exercising youth leadership as a mentor is an expression of how fully alive you are in your work. To what extent are your capabilities in tune with your true self's desire to be creative and are you courageous enough to be daring when needed? Are you curious, inquisitive, eager to reflect back and question how you're doing. Is your compassion and love for children and young people fully available or are you beating yourself up and feeling like your energy is draining away. Are you just going through the motions and overreacting to being put down, or silenced through lack of support. Are you being sabotaged by inaction from your colleagues?

You were chosen for the job because you are a skilled person but have you retreated into protecting



yourself from the dangers of stepping out. When you cover up your emotions, you risk losing your spark and pizzazz. In the struggle to save yourself you give up too many of those qualities that are the essence of being alive, like innocence, curiosity and compassion. To avoid getting hurt badly it is easy to turn innocence into cynicism, curiosity into arrogance, and compassion into callousness (Heifetz and Linsky 2002).

The following table summarises the common dynamics that take over when people **lose heart**:

Quality of Heart	Becomes	Dressed Up As
Innocence	Cynicism	Realism
Curiosity	Arrogance	Authoritative Knowledge
Compassion	Callousness	The thick skin of experience

Cynicism, arrogance and callousness may be the safest ways to live but they also suffocate the very aliveness we strive to protect. To interrogate reality, unflinchingly takes courage. The cynical brand of realism which assumes the worst will happen, is a

way of protecting yourself by lowering your aspirations so you will never be disappointed. So if things go well that's terrific. But if you never expect anything to work out, you're never surprised and you never have to experience frustration.

Authoritative knowledge depends upon curiosity to teach you when and where to take corrective action that's authentic. Maintaining doubt when people around you yearn for certainty can strain you to the limits of your integrity. How can you possibly learn if you don't retain a healthy measure of curiosity? How can you continue to be self-authenticating unless you continue to learn?

Calloused fingertips lose their sensitivity. Your listening becomes less and less acute until you fail to hear the real messages from people around you and stop identifying the songs beneath their words. You listen to people only strategically as resources or obstacles in the pursuit of your own objectives. In the effort to protect yourself, you risk numbing yourself to the ever changing world in which you are embedded.

Besides, the deepest wisdom and most profound expression of your experience are rooted in compassion. How can you guide and challenge people without the capacity to put yourself in their shoes and imagine what they're going through? How otherwise can you identify the sources of meaning



that sustain them through the losses of change they're experiencing?

The truth is, it isn't possible to experience the rewards and joys of leadership without experiencing the pain as well. The most difficult work of

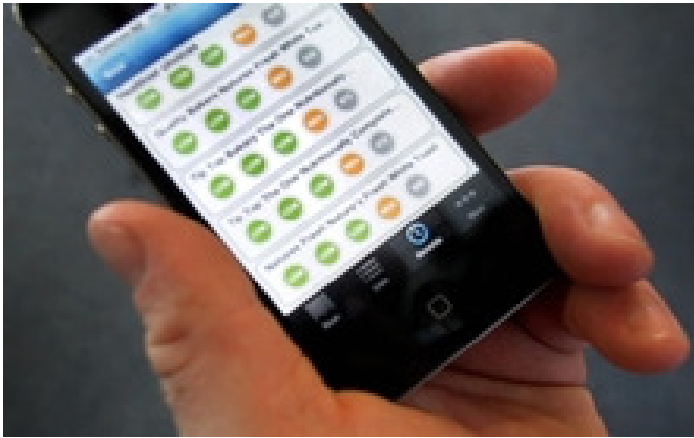
leadership involves learning to experience distress without numbing yourself. Leading with an open heart means you could be at your lowest point, abandoned by your people and entirely powerless and yet you remain receptive to the full range of human emotions without going numb, striking back or engaging in some other defence. An open heart allows you to feel, hear and diagnose even in the midst of your mission, so that you can accurately gauge different situations and respond appropriately.

In order to do this on an ongoing basis you need to have regular breaks, mini holidays, and daily walks that enable you to step out from being involved and engaged all the time. It could mean while you're



Healthy diet is just an app away

An apple a day used to keep the doctor away but now - thanks to a Wanganui woman's efforts - a smartphone "app" might do the same job.



Helen Eyles, a nutritionist at the National Institute for Health Innovation, helped create the smartphone application - or "app" - called Foodswitch, which allows users to scan food packaging barcodes with their phone's camera and receive instant information about nutrition.

It also compares similar products using traffic light labels and suggests healthier options.

Since being launched at the start of the month - and following television publicity last week - the free app has been downloaded 15,498 times.

Heart disease, stroke, diabetes and other illnesses were largely caused by poor diet, Dr Eyles said and Foodswitch was a practical way for people to monitor their food intake.



"Choosing a healthier diet has to be made easier, because good eating habits are one of the best and most cost-effective ways to prevent disease," she said.

Dr Eyles, 34, was raised in Wanganui and studied at Otago University before moving to Auckland to work at the National Institute for Health Innovation and complete a doctorate in nutrition and healthy eating.

She is married to world champion K1 kayaker Ben Fouhy and is a keen runner.

The framework for the app was developed by the George Institute for Global Health in Australia and the Australian version has so far been downloaded 400,000 times.

Dr Eyles had helped make the app specific to New Zealand and was pleased with the result - "as a researcher things can get frustrating but this is a real win.

"It's really good and it's nice to be passionate about what you do and I've always been passionate about food and nutrition."

She is currently working on a study to reduce saturated fats and sodium from processed foods and will also continue to work on Foodswitch and improve the app's database of 8500 different foods.



So far more than 1500 extra foods had been suggested by users of the app.

WANGANUI CHRONICLE

By Daniel Jackson



Today's Culture and Its Values

The openness and complexity of life today can make finding meaning and the qualities that contribute to it – autonomy, competence, purpose, direction, balance, identity and belonging – extremely hard, especially for young people, for whom these are the destinations of the developmental journeys they're undertaking. Another vital quality, hope, is also easily lost if life is episodic, and lacks coherence and predictability. Faced with a bewildering array of options and opportunities, we can become immobilised – or propelled into trying to have them all. Pulling together the threads of our fragmented lives isn't easy.

TODAY'S VALUES

Eastern & Maori Culture Western Urban Society Community Service Work

Property is available to the extended whanau & hapu	Consumerism, acquisition consumption, materialism	Holism and balance – economics only a part
Collectivism – whanau, hapu, iwi dependence	Individualism, hedonism & independence	Cooperation, group work, interdependence
Koha, bartering, reciprocal giving, friendly deals	Economic rationalisation, Decline in social capital	Sharing resources, borrow, live better on less
Customary practices and tribal stories are the model	Postmodern, episodic fragmentation, pluralism	Peer relationships offer guidance and partnership
Present is related to past traditions of ancestors	Unpredictability & Uncertainty	Shared action planning, purposeful conversation
Tribal identity, whakapapa	Multiple identity	Collective identity
Extended family belonging & tribal obligations	Isolated interest groups separated from one another	Networking encourages trusting relationships
Kaumātua, tribal leaders, healers, multiple parenting	Corporate hierarchies, managers, teachers	Community groups, team mentors, facilitators
Listen, look and follow	Control & manipulate	Let go & work together
Oral handing down of knowledge and wisdom	Mass Media, Internet, emails, new technology	Global resources enhance face to face interaction
Kawa & ritual accompany seasonal spiritual practices	Separation between religious & secular groups	Whole of life compassion & generosity
Conservation, care for living beings & creation	Plunder the environment, mono-farming & planting	Ecological balance, organics and permaculture
Self-restraint	Self-indulgence	Social justice obligations
Endure adversity	Problem orientated	Preventative
Communal belonging and familial bonding	Personal isolation, anomie, alienation & cynicism	Build community through networking & mentoring

Leadership 3 years ago



Three years ago, George Couros posed the question to primary school students on what exactly makes a leader and shared some of them on the Internet

I think anyone can be a leader because all you have to do is guide younger or older people to the right path.

To me being a leader is where you help other people and sometimes other people's problems but it depends on what they are and how they happened. Anyone could be a leader like a four year old girl or even a forty year old man. There is no age limit on where you can be a leader and where you can't be a leader so that means anyone can be a leader. I've been a leader this year by helping with recycling and being a student supervisor. I just hope other students show leadership too.

To me a leader means being responsible, trustworthy, respectful and who treats everyone fairly. I've shown leadership by treating everyone fairly and with respect.

Being a leader means to help without being asked; like volunteering for student supervisor, recycling and other things. Also helping little kids when they're hurt or they're lost. Anyone could be a leader as long as they're willing to help. I've shown leadership by helping little kids when they got hurt and volunteering for student supervisor!

To be a leader is to set good examples for everyone. Anyone can be a leader by setting good examples for others or helping people without being asked. I've shown leadership by helping people without being asked and setting good examples for others.

I think anyone can be a leader because all you have to do is guide younger or older people to the right path.

I think that for me, leadership is an honour. I think anyone can be a leader because as long as you are patient and understanding, people look up to you. I've shown leadership by not swearing, helping kids when their hurt, being friendly toward the little kids.

To be a leader you need to be kind and patient. I've done leadership a lot. I've been a supervisor when someone doesn't want to do it. I've also helped with problems on the playground and when little kids are hurt. I believe anyone can be a leader 'cause a normal person can become a hero. (like spider-man haha). I hope everyone understands every little one is watching you and learning.

Being a leader means you try your hardest to help others and participate in helping your community. Anyone can be a leader if they're committed to it and work towards a better future, or even just participate in organizing an event. I've shown leadership at Forest Green by cleaning up the stream on Earth Day.

To me leadership means to help younger kids and older kids and set a good example for everyone. I think leadership is when someone treats someone better than they would treat themselves. That is just what I think leadership is.

Being a leader means to help people that need help and to stand up for everyone in a tough situation but most importantly being a leader means being a good role model. Anybody can be a leader as long as they have a good attitude about helping people and not slacking off when people need help or when you are teaching them something.

As you can see, these grade 6 students believe ANYONE can be a leader and don't mention anything about positions of authority. They talk more about qualities that are possessed. I'm so proud of what they've said here because we've focused on the fact all people can be leaders; these students obviously are.

This entry was posted in Embodying Visionary Leadership and tagged critical think leadership, students on June 26, 2010 by George. George is Division Principal of Innovative Teaching and Learning for Parkland School Division, Alberta, Canada. He believes we need to inspire our kids to follow their passions, while letting them inspire us to do the same. You can contact him at georgcouros@gmail.com

By: George Couros



Sleep/Wake research



As a HB Massey alumni committee member, I'm inviting you to hear Dr Sarah-Jane Paine whose mission is to conduct world-leading scientific research to achieve good sleep health for all people, for life. Sarah-Jane (Tuhoe, Ngati Rongo) has been a member of the sleep/wake research team since 2001 and is Co-Associate Director. She will give an overview of what we know about the prevalence and risk factors for different sleep problems

and disorders in NZ and talk about the importance of sleep for health and well being. She will touch on her recent work including the E Moe, Mama study which Investigated sleep changes across late pregnancy, early postpartum and the relationship with maternal health, well-being and mood. **Thursday 17 October at the Havelock North Community Centre 6pm to 7.30pm. You need to register with Roger McNeill for catering purposes if you wish to attend.**info@sharingthecaring.org.nz.



White Dragon Aikido / School of Self-defense.

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 Bruce Monteith 0274667246 or email: whitedragonaikido@gmail.com

Team-Building Exercise

Group activity: Divide into pairs and ask one another the following questions

1. What is your name (first and last)?
2. What is your birthday?
3. What is the town, province and country where you were born?
4. How many sisters do you have?
5. How many brothers do you have?
6. What is your favourite food?
7. What is your favourite sport or game?
8. What is your favourite animal?
9. What is your favourite TV show?
10. What is your favourite movie?
11. What is your favourite subject in school?
12. What is your favourite pizza topping?
13. What is your favourite hobby?
14. What is your favourite holiday?
15. How many languages do you speak?
16. What do you want to be when you grow up?
17. If you could travel anywhere in the universe, where would you want to go?
18. How many books did you read last holidays?

Write down in a personal journal

Content (cognitive learning)

What did you discover about your classmate? Why is it important to get to know other students in the class?

Social Skills (Social Learning)

How did you know your partner was listening well when you spoke?
How did this activity help your class get better acquainted?

Come back together as a whole group and share in turn

Personal Learning

What were you feeling when you were speaking or listening?
What qualities about yourself did you discover?
What did you enjoy most about this activity?