

# MARKING GUIDE

## DEVELOP A YOUTH MENTORING ACTIVITY

Developing Positive Connections

Level 4, Credits 5

**Assessment Code: YTD Youth Activity**

### INSTRUCTIONS FOR COMPLETING THE ASSESSMENT

**TASK:** Complete a theory assessment to develop a youth mentoring activity that support positive relationships between young people and mentors in the context of working with youth in Aotearoa New Zealand

**Task 1** Design an activity to help establish rapport and connection with a new young person joining your programme.

**Task 2** Identify where your organisation sits in relation to Shier's Pathway to Participation and brainstorm ideas for moving your organisation further along the pathway.

**Task 3** Answer questions on a mentoring activity and the development of youth leadership.

1. To gain competency in this assessment Tasks 1, 2 and 3 must be completed correctly and fully as required by the marking criteria.
2. The assessment must be the student's own work.
3. Resits are available. Refer to student handbook for assessment and resit policies.

New Zealand Certificate in Youth Work – Level 4		
Course 3 Assessment 3.4		
Graduate Profile Outcome	Learning Outcome	Assessment
<p>GPO 1: Create and maintain a safe environment when working with young people.</p> <p>GPO 2: Mentor and support young people to recognise and develop their potential.</p> <p>GPO 3: Apply a strength-based approach to lead positive youth development projects in the community.</p>	<p><b>LO 3.4</b></p> <p>Develop a youth mentoring activity that supports positive relationship between young people and mentors.</p> <p><b>(5 credits)</b></p>	<p><b>Assessment 3.4</b></p> <p>You have a new client that is joining your youth development programme. Create an activity that will help to establish a bond/rapport/ connection with your client.</p> <p>Consider ethical considerations related to boundaries, and safe practice.</p> <p>Describe how/if youth are involved in the planning of activities/events at your youth development organization.</p> <p>LO 3.4 5 credits</p>

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## Task 1 – Develop an activity for a one-on-one session

### Question 1

Develop a youth mentoring activity that supports positive relationships between young people and mentors.

The activity is for your first one-on-one session with a young person newly joining a programme or service provided by you or your organisation. The aim of the activity is to establish rapport and connection with this new young person.

You will need to design an activity which:

- establishes rapport and starts to build a positive connection with the young person from the first session
- could be used or modified for use with a range of different young people you commonly work with
- clearly sets boundaries for the relationship under the Code of Ethics for Youth Work in Aotearoa New Zealand
- creates a holistic safe space (you may like to look back to the work you did in the previous module in developing safe spaces, you could refer to Te Whare Tapa Whā, the Circle of Courage, or another relevant model)
- acknowledges identity, culture, and partnership for Māori and Pacific young people.

Complete and submit the **Mentoring Session 1 Activity** form at the end of this document for assessment of this task.

### Mentoring Session Activity 1

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**Session Plan:** Session 1 (30 minutes)

Context	<p><i>Please briefly describe the programme, organisation or service (what it is, its purpose, etc.) and the typical range of young people whom you could use this activity with. You do not need to use real names, just explain the type of work it does.</i></p> <p>Mentoring programme working with young people who have offended and come to the notice of Police and Oranga Tamariki. We offer a 10-week programme to assist young people with their Youth Justice FGC plans (including community work/work experience), re-engaging in education/employment, setting their own goals and achieving them.</p>
Session goals	<p><i>List at least <b>two</b> goals for this session.</i></p> <ul style="list-style-type: none"><li>• Build rapport and make a connection with the young person</li><li>• Young person identifies at least one strength and one thing they want to work on</li></ul>
Activity	<p><i>Give a brief timeline of a typical activity for a first mentoring session.</i></p> <p><b>5 mins: Introductions - Ko wai au? (who am I?)</b> Youth Worker says their pepeha, if known and (in Te Reo if possible, but if not then use the same format in English). Youth Worker talks about themselves as a person first not just a worker, then hands it over to the young person. If the young person is whakama or shy about talking about themselves use an activity like <b>3 things</b> (they name 3 things about themselves, 2 are true</p>

	<p>and one is false and the Youth Worker has to guess which one is not true, then they switch turns).</p> <p>Alternative activity: the Letter Game – use the first letter of your first name to say your name with a describing word and something that you like doing or eating that all starts with the same letter e.g., Wise Wiremu likes doing waka ama.</p> <p><b>10 mins: Orientation</b> Youth Mentor:</p> <ul style="list-style-type: none"> <li>• explain the organisation and what it does (the mentoring service and how the programme works).</li> <li>• link this to how the young person came to be referred here to this organisation</li> <li>• explains the role of Youth Mentor and its limitations</li> <li>• explain confidentiality and consent</li> <li>• discuss boundaries (physical, online, and emotional) with young person - this could include triggers</li> <li>• discuss partnership between Youth Mentor and young person – talk about working together, discuss examples of other partnership in their life and explain how it requires both of you to work together, to be open so that you can critically reflect on if you are keeping to your roles in the partnership.</li> </ul> <p><b>10 mins: Kai and drink</b></p> <ul style="list-style-type: none"> <li>• Youth Worker offers to make young person a hot drink and demonstrates manaakitanga</li> <li>• Opportunity to karakia/bless the food – acknowledge the young person’s culture, identity, and beliefs</li> </ul> <p><b>15 mins: Strengths, interests and needs session</b> <b>Futures conversation</b> Ask the young person to think about themselves in 5 years’ time. Focus on the positive and ask them:</p> <ul style="list-style-type: none"> <li>• What do you hope to be like (i.e. the best version of yourself)?</li> <li>• What do you want to be doing?</li> <li>• What do you hope to have achieved?</li> </ul> <p>From this discussion pull out their interests, ask them about their passions and what they are good at. Using this <b>futures conversation</b> as a tool to spark a great goal setting session and as a way to set off your mentorship on positive, forward looking footing.</p> <p><b>5 mins: Summary and plan for next session</b> Make sure that you both have tasks or mahi kainga/homework to complete before the next session. This will also enhance the partnership in your relationship.</p>
<p>Building rapport and connection</p>	<p><i>Identify <b>one</b> aspect of the activity specifically intended to build rapport or to start a positive connection with the young person. Explain why you selected this aspect - why it would be effective for you and the young people you mentor.</i></p> <p>The Futures Conversation in the strengths, interests and needs session starts to establish a positive connection with the young person. It is strength-based and gets them to start thinking about possibilities and to reframe the narrative of their life. For many of the young people we mentor the focus has typically been on the ‘bad’ things they have done, on how they have been a problem or disappointment. Their life narrative is not positive. This activity encourages them to start to image a better future for themselves. If the young person only thinks they have a negative future these questions reframe it – what you HOPE to be like, WANT to be doing, HOPE to have achieved. Knowing ‘the best’</p>

	<p>of what they want for themselves, gives the mentor a starting point to help guide them to in a later session develop a concrete action plan to achieve a more positive future than the path they may be currently on.</p>
Flexible activity	<p><i>Give <b>one</b> example of how you might modify the activity for two different young people.</i></p> <p>Both activities in the Introduction section – the 3 things game and the letter game – can be adapted to more than one person and are good for groups. For the 3 things game it is easy to include another person and get them to participate by asking them which one they think is the untruth (from what the other young person said) and then they have their turn.</p>
Boundaries	<p><i>Using an example of a young person you might typically use this session with, identify what type of boundaries you need to set. Explain how you (or the organisation) would go about setting at least <b>one</b> of these boundaries from this first session.</i></p> <p>Youth Worker in our situation needs to set physical, online and emotional boundaries. (Student response would include one of the following similar types of explanations. Three are provided here, but only one explanation is required for the student to achieve the response.)</p> <p><b>Physical boundaries</b> Talk with the young person about what they are comfortable with and when. This could be a conversation the Youth Mentor has at the start, framing it as you, the Youth Mentor, wants to get to know them and so needs to know how best to communicate with them. Ask the young person things like whether they prefer to have lots of space around them and how they like to be greeted, which can also then allow you, as the Youth Worker, the opportunity to put in place your physical boundaries; for example, you can high 5 them or give them a fist bump, but not hugging, or whatever you or their physical boundaries are.</p> <p><b>Online boundaries</b> Let the young person know that they can contact you, as their Youth Mentor, online at your work social media accounts, but that you only respond during working hours.</p> <p><b>Emotional boundaries</b> Talk tactfully with the young person about their emotions. For example, if a young person has come to the service due to assaulting another person you could talk about the things that trigger them, what fires them up and what happens after that. Talking openly about these things can help to prevent them acting out. It also gives the young person a feeling that you really care about them, understand and what to help them.</p>
Holistic safe space	<p><i>Give <b>three</b> examples of how you could create a safe space in this first mentoring session.</i></p> <p>Opening: Ask the young person how they would like to start the first session – with a karakia, picking out a quote/whakatauki, or do some mindfulness to settle them before the start of the session.</p> <p>Support: Ask the young person prior to starting the session whether they would like a support person to be with them for the first session e.g. parent, caregiver or partner.</p> <p>Physical space: make sure the space for our first meeting is youth friendly and not intimidating for a young person, and that it is a private space or room where there will be no interruptions.</p>

<p>Identity, culture</p>	<p>Give <b>one</b> example of how you could acknowledge identity or culture as part of this session.</p> <p>[Only one example is required. Three sample examples are given here.]</p> <p>At the start of the session, during introductions, ask the young person where they are from and who they are. They may choose to share their iwi, or where their ancestors are from (if they know).</p> <p>In the session's opening, allow the young person to start with a karakia or prayer in their own language to acknowledge their identity and culture.</p> <p>Offering kai/food or a drink during the session shows manaakitanga, which is a principle of youth work in Aotearoa and also a value in Te Ao Maori. This enhances a young person's mana and helps them to feel proud of their culture and identity.</p>
<p>Partnership</p>	<p>Give <b>two</b> examples of how you could incorporate partnership into your mentoring of young people, starting with or related to this first session.</p> <p>When explaining the role as the Youth Mentor, explain that this is a partnership and that the Youth Mentor is here to help them but won't be telling them what to do. Let them know that we can do heaps of cool stuff together, but it requires the two of us working together.</p> <p>Before each session ends, make sure there is a summary or debrief and then plan for the next session together. This would be a negotiation and a discussion, where we both talk and listen to each other. This is how I would set the scene for partnership.</p>

## Task 2 – Using Shier’s Pathway to Participation

### Question 1

The topic ‘Mentoring – youth participation’ in the online course introduced you to [Shier’s Pathway to Participation](#). Here youth participation is defined as a process not a single event or project. Shier’s Pathway to Participation tool enables you to look at youth participation at an organisational level. You can use it to gain insight into how ready and committed your organisation is to youth participation beyond individual projects.

#### Task instructions

1. Use Shier’s Pathway to Participation and identify where you believe your organisation, department or team is at on the pathway. Each level is on a spectrum. For example, you may be at the beginning stages of a level or at the end just about ready to move onto the next level.
2. Once you have selected a point along the pathway talk it over with a colleague, supervisor, mentor or manager. Do they agree with your selection? Do you want to change your selected point in response to this conversation?
3. Once you agree where your organisation, department or team is at, brainstorm some ideas about how to move to the next point on the pathway:
  - select your top **three** ideas
  - identify where there would be an opportunity to explore putting these ideas into practice or help get others onboard
  - identify potential roadblocks and challenges and suggest potential strategies for dealing with them.

Answer these questions for your organisation, department or team:

A. I believe we are at Level **Level 3 – Young people’s views are taken into account**  
**Level selected for A is from Shier’s Pathway to Participation**

B. Answer the question for the point on the pathway you selected. Give examples from your organisation, department or team to support your answer.

I believe that we take into account young people’s views as we always ask them to fill in a quick survey to evaluate our service at the end of their involvement with us. We listen to them and I am always checking in with my young people to see what it is relevant to them, what sort of activities that they want to do, what kind of skills they want to learn as part of our programme. It is part of our organisational policy that young people’s voice is heard and that we actively seek their feedback through an evaluation system used at the end of their engagement.

C. Think about how to move your organisation, department or team along to the next position in the pathway. Use the questions provided on the pathway to prompt your thinking. Briefly describe the best **three** ideas from your brainstorm.

In order to move to Level 4 - Young people are involved in decision making processes, I believe that we can involve young people in our decision making processes in the following ways: 1. Set up a youth leadership team (this could include rangatahi who have been through our programmes and want to give back. 2. Allow youth representation on the board or on the governance body so that they actively feed into general business and decision making there. 3. Write it into organisational policy that there must be a minimum of two youth representatives on the board/governance body.

**Response included three possible options for moving an organisation from the point identified in A and B to the next point along the pathway**

D. Select **one** of these ideas and explain why you believe this would be an effective way to improve youth participation for your particular context.

In our context of a sport mentoring programme, creating a youth leadership programme would enable us to awahi and support the next generation to be able to organise and run sports and activities themselves. It would be more youth friendly and therefore increase participation from the young people we work with, as they'd be working alongside other youth who look like them and are closer to them in age and know what's going on. Having youth representation on the board enables youth a voice at the table and an active way to participate in the decision-making process of our organisation.

Response selects one of the ideas from C with explanation on why it might be effective for improving youth participation within the student's organisational and youth work context.

## Task 3 – Scenarios

### Question 1 – Travis

Read the scenario and answer the questions.

Hamish is a youth worker for a supported bail programme. His job is to mentor the young people who are referred from the Police and Oranga Tamariki because they have offended. Travis gets referred to Hamish after he gets caught stealing cars. Travis is used to being told what to do by all the adults in his life, he is wary of them and doesn't really trust anyone. His social worker from Oranga Tamariki tells him that Hamish and his programme is different and that he'll like it. But Travis is not so sure. Hamish's goal is to move Travis away from an adult-led model to a place where he can start to participate more fully and have greater autonomy over his life and the decisions that are made about what happens to him.

Answer the questions below for the young person in this scenario:

- A. What is **one** thing Hamish could do, while working with Travis, to help him to develop greater confidence in his ability to participate more? (around 50–100 words)

After building a rapport and making a connection with Travis, Hamish could ask him what is something that he would like to do. They can start with something small that Travis wants to do or change - one small simple goal that Hamish can support Travis to achieve. such as getting out of bed each day. Hamish could strike a deal with Travis whereby if Travis is consistent about getting up he could be rewarded by getting to pick the activity he gets to do.

- B. What does Travis need from Hamish as his mentor? (around 100 words)

Travis needs an honest and open relationship with their mentor. For Travis, trust will most likely be the biggest obstacle to overcome, as it seems he has been let down a lot before by the adults in his life. After a solid relationship has formed, then Hamish will be able to work alongside Travis to determine his strengths, needs and interests. Hopefully, Travis's engagement with Hamish will result in Travis setting some goals or doing things that he wants support to help to work on.

- C. In mentoring Travis, what is **one** action Hamish could take to support the development of a positive relationship between them? And why do you believe this action would be effective? (around 100 words)

One action Hamish could take to develop a positive relationship with Travis, could be to take him out for something to eat. Food is a good way to equalise the relationship and make Travis feel more comfortable. If Travis has eaten and is satisfied, then he is more likely to feel comfortable about having a chat with Hamish

- D. What is **one** thing Hamish would want to avoid doing or saying in his mentoring relationship with Travis? And why? (around 150 words)

Being over the top or in Travis's face asking too many questions all at once is likely to make Travis put his walls up. This relationship will most probably be a slow soak. Hamish will need to prove over time that he is consistently there for Travis and will need to build a rapport very quickly. Hamish should avoid promising the world or overselling his reality – e.g. giving him hopes and dreams which may seem unrealistic to Travis at the start. By all means, Hamish can challenge the narratives Travis is probably used to hearing (e.g. deficit-based remarks and stereotypes especially as a young offender) but Hamish will need to do this carefully and subtly. A good question to ask in a situation like this: What would you want to do/be/have if you could do anything in the world and there were no barriers?



## Question 2 – Miriama

Read the scenario and answer the questions.

Radz, a youth worker, has been mentoring Miriama in the creative arts, especially with music. Miriama is a talented musician who can pick up any instrument and jam with it. Radz works for a Trust that supports young people to harness their potential in the field of music. The Trust's ethos is to create opportunities for young people to create their own pieces of work with minimal adult input. The aim is to work in partnership with young people. Radz has been working with Miriama to hone her performance skills. Miriama wants to perform a gig with some of the other young people on the programme. She has formed a band with three of them but wants to get the others involved too. Miriama and Radz have a mentoring session coming up to talk about working together and how Miriama can get her band together as well as the other artists and technicians she might need to get her gig off the ground. Radz is mentoring Miriama as an example of adults working in partnership with young people.

Answer the questions below for the young person in this scenario:

- A. What is **one** thing Radz could do, while working with Miriama, to support her participation? (around 50–100 words)

Radz could support Miriama to participate through her mentoring relationship. They could use a mentoring session to make a plan for how Miriama is going to get her peers on board and also work with the adults she needs to be involved to get her event off the ground.

A minimum of **one** specific action is stated in A that Raz could take to support Mariama's participation that is appropriate for the scenario

- B. How could Radz use a mentoring session to help Miriama maintain positive relationships with her peers? (around 100 words)

Radz could use the mentoring session with Miriama to discuss ways to approach getting Miriama's band mates on board with her idea as well as the other artists. Also, how she can get the word out amongst her wider peers to come along and make it all worthwhile. Miriama's event (or project) has a lot of components to it for Miriama to do on her own. Radz could encourage Miriama to get one or two of her mates to help her out with the organisational and planning side of things.

Options and examples included in each response are relevant to the question asked and the scenario (for A and B).

a way to use mentoring to support Miriama to maintain positive peer relationships is included in response

- C. Why is mentoring an effective way to support youth participation? How do young people benefit? (around 100 words)

Mentoring is an effective way to support youth participation as it shares the power and naturally encourages the young person to take ownership of the process. This is in line with stage 3 of Pascarelli's steps of mentoring - Transformation: When the student starts taking responsibility for actions and is able to reflect with the mentor about the effectiveness of decisions

A way mentoring can effectively support youth participation is explained in response to C and should include at least one way young people benefit from this mentoring model or relationship

D. What are some challenges for an organisation or youth worker changing over from an adult-led model to one aimed at partnership between adults and youth? (around 150 words)

Challenges in changing from adult-led to partnership between adults and youth. The mentor needs to be able to use active listening skills with the young person and be willing to hand over power to the young person and be in partnership with them. The adult or mentor in this relationship cannot have any personal agenda or attempt to directly or indirectly sway the young person. The adult or mentor has to be there to support the young person's agenda. The mentor needs to use the skills set out in Stage 1 of Pascarelli's steps of mentoring: genuineness, listening, acknowledging, warm, open and non-controlling communication

From the young person's perspective this partnership may be a foreign concept or one that they have not seen in action before. At the start, the young person may mistrust the adult/mentor, so it is key to build or rebuild the relationship with transparency and honesty (this might take time). The young person needs to know for certain that they are fully supported

Challenges are identified for an organisation or youth worker/mentor transitioning from an adult-led model to partnership one

## Question 3 – Brian

Read the scenario and answer the questions.

Aaron is the local coordinator for the Raise Up leadership programme. Raise Up is the YMCA's youth development programme, run by youth for youth. Brian is one of the Raise Up Crew who takes part in the programme and runs activities and events for youth aged 12 – 18. Aaron's role is to support and mentor Brian along with the rest of the Raise Up crew.  
Aaron is mentoring Brian in his youth leadership role.

Answer the questions below for the young person in this scenario:

- A. What is **one** thing Aaron as a mentor, or the programme as a whole, could do to support Brian as a youth in leadership? (around 50–100 words)

Mentoring in this situation would most likely be with the whole group or crew but could also occur on a one-on-one basis. As it is a youth development model, it is likely that the whole crew or team of youth leaders could get professional development and upskilling in areas such as team building, conflict resolution, organisational tasks, administration, planning events, enlisting the right people and learning how to delegate.

A minimum of **one** specific action is stated in A that could be taken to support Brian's youth leadership

- B. How could Aaron use his mentoring session to check in with Brian about how he feels about leadership and if he feels ready to lead? (around 100 words)

Aaron could use a mentoring session with Brian to explore different types of leadership to see which style Brian feels the most comfortable with. Aaron could help facilitate Brian's self-awareness by getting him to learn more about himself through personality tests and talking about that parts of leadership he finds appealing and those he finds difficult or challenging; and if there is anything he feels anxious or nervous about in a leadership role. By doing this Aaron will discover with Brian how ready he feels to lead.

Options and examples included in each response are relevant to the question asked and the scenario (A and B)

- C. What are some of the key challenges for youth in leadership roles? (around 100 words)

Challenges for young people in leadership roles include being judged by their peers, so developing a strong sense of self and self-confidence is key. The young person knowing their own strengths, gifts and talents is key to be a good leader.

One or more key challenges for youth in a leadership role are identified in the answer

- D. Why is mentoring an effective way to support youth in leadership roles? (around 150 words)

Mentoring is effective when the mentor is gently guiding the young person and essentially doing themselves out of a job by empowering the young person, giving them opportunity to succeed and learn (including by having space to make mistakes) and in turn building resilience and confidence in themselves and their ability to contribute and lead.

Answer includes an explanation for why mentoring can effectively support youth leadership