



## Welcome ...

to the August issue of *Adding Value*.

We at the Young New Zealanders Foundation hope you all have had a restful break away from school and have come back refreshed for Term 3. It's going to be an exciting term with the *World Cup* commencing at the end of Week 6! (Go the All Blacks!)

Our last issue dealt with the importance of making good choices rather than rushing into situations without first thinking about consequences. In this issue, students will be challenged by the idea that they do not always have to follow advice that is given to them. I wish I had a dollar for every time I have heard the excuse, "Oh, she told me to do it!" - I'd be rich!

Deciding what advice to follow and what to ignore can be very difficult for young people, especially if they do not have strong self-esteem. Being an emerging adolescent can be all about fitting in and acting like the "cool kids". We want our young people to be able to listen to advice, but then to think for themselves and make decisions for action based on the likelihood of positive outcomes. Tricky stuff!

Thank you to everyone who has sent in feedback about *Adding Value* - we are pleased that you are enjoying the fables and activities, and we hope you will continue to do so! Please feel free to send us your thoughts and ideas by emailing [newsletter@youngnz.org.nz](mailto:newsletter@youngnz.org.nz)

The next issue, to be sent to you in September, continues with the theme of developing independence through making good choices - this time with the focus on self-reliance.

Kind regards

*Sarah Barrett-Hamilton*  
Education Consultant  
Young New Zealanders Foundation

## The Man, the Boy & the Donkey

By Aesop

**Theme:** Decision making - Are you brave enough to think for yourself?

Once there was a man and a boy who were travelling with their donkey to market. The donkey was carrying the goods the man and the boy wanted to sell. It was quite a long journey, but a journey they were all used to taking.

As they were walking along the road, the man and the boy either side of the donkey, they happened to pass a nobleman. The nobleman looked at the trio and scoffed loudly. "You fools!" he laughed. "What is a donkey for, but to ride upon?"

The man did not want to appear a fool and so he rearranged the donkey's load and instructed the boy to climb up onto the donkey's back.

A little further down the road they came upon a group of men. As they passed, the man heard one of the group say, "Look at that lazy youngster sitting high and mighty on the donkey while his poor father has to walk along this dusty trail. That man needs to sort the boy out, otherwise true laziness will take hold and then he'll never get any work out him!"

So the man quickly ordered the boy off the donkey and climbed on himself.

Soon the trio passed two old women who were walking in the other direction. The women stared at the man riding on the donkey, glanced down at the boy walking beside and raised their eyes in disbelief. "Shame on that lazy lout up there on the donkey while his poor son trudges in the dirt. What sort of example is he setting the youngster?"

Overhearing this, the man did now not know what to do. After giving his dilemma some thought, he leant down and lifted the boy up onto the donkey before him.

Before long they came to the outskirts of the market town. The road became busier the closer to the town they got. The passers-by began to jeer and point at them. One of the



continues ➤

◀ continued

crowd said to the man, "Aren't you ashamed of yourself for overloading your poor donkey with you and your goods, as well as your useless looking son?"

Really confused by now, the man and the boy got off the donkey, sat down and pondered – what should they do? At last the man came up with a solution. He and the boy cut down a pole, tied the donkey's feet to it then raised the pole and the upside down donkey to their shoulders. Struggling through the amused and puzzled faces, they finally came to Market Bridge which crossed the town's deep river. Suddenly, the donkey managed to get one of its legs loose, kicked out and caused the boy to drop his end of the pole. In the struggle the donkey fell off the bridge and splashed down into the river. As the donkey's feet were still tied together with rope it was unable to swim and it drowned.



"That will teach you," said a wise old man who had been following them.

**Try to please all and you will please none.**

## Discussions

In your groups, discuss ...

- What advice did the man receive? Was any of the advice helpful? Why do you think the people gave their advice?
- When he received the advice, what options did the man have? Why do you think he kept following the advice he was given?
- Should we listen to advice?
- What is the difference between good advice and bad advice? How do you decide what advice to follow and what advice to ignore?
- What do you think it means to be an independent thinker? What happens to people who do not learn to think for themselves?

## Suggested Activities



**Posters:** Make a poster about being an independent thinker. Include all the things you / your group feels it takes to think independently.



**Agony Aunt:** In groups of four, write a letter to an Agony Aunt about a problem someone your age might be facing. Then write three different advice letters – the first two give some good advice, but the third gives bad advice. Swap the letters with other groups for them to decide which piece of advice to follow.



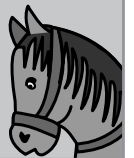
**Choices Story:** Write an adventure story in which the main character has to make three decisions (for example, choosing between going to school and staying at home). Include the consequences for each choice. You should have eight different endings for your story! (A *Story Planning Sheet* can be downloaded from the *Adding Value* August 2011 section of the [www.youngnz.org.nz](http://www.youngnz.org.nz) website.)



**Role Play:** In groups of four, create a play like the fable in which the main character is given lots of advice by others. This time, though, your character does not always follow the advice.



**Adverts:** Create an advert for a product. In your advert, you need to be able to persuade a viewer to buy your product. Your advert could be for a magazine, TV, or radio.



## Questions

1. Where were the man and the boy going?
2. At the beginning of the fable, were the trio struggling at all? How do you know?
3. What did the nobleman suggest?
4. Why did the man listen to the nobleman?
5. What did the group of men think about the boy riding on the donkey?
6. What did the man do next?
7. Why did the man get very confused after hearing what the two old ladies said?
8. What did he decide to do? Was it a sensible decision?
9. What was the outcome of his decision?
10. What do you think would have happened if the man had ignored all the advice he received?



# What Defines Success?

What is the journey to success?

Success is not gained by defeat

Success does not occur overnight

Success can emerge at any age

Success is working to full potential

Success is courage

Success is lending a hand

Success is not listening to negativity

Success is being positive

Success is living your life instead of the life of others

Success is being proud

Success is overcoming obstacles

Success is striving

Success is listening to your heart

Most of all success is accepting

What you have accomplished



Alisha Ricks

“Parents can only give good advice or put them on the right paths, but the final forming of a person’s character lies in their own hands.”

Anne Frank

## Gemstones: A Resource for Students A Little Gem

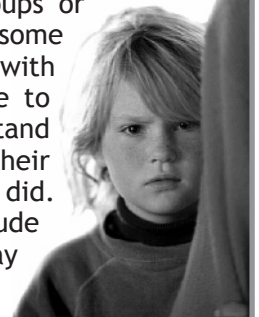
In *Gemstones Adventure 3*, the *Boy* is travelling with *Lumberg* through the wilderness and is learning all sorts of lessons about life. When they encounter a lion, the *Boy*’s natural instinct is to run away. *Lumberg* teaches the *Boy* to stand strong and to face his fears because when we don’t face our fears, they can end up controlling our lives.



In our fable in this issue, the man needed to stand strong and do what he knew was right rather than follow silly advice from others. If he had done this, he would have made it to the market without incident.

- ◆ In groups of three or four, brainstorm all the fears you think young people have about relationships with others, for example bullying, not fitting in, and mocking. Once your list is complete, share it with the class – you will probably find many similarities!

- ◆ Then, either in small groups or as a whole class think of some simple steps someone with these fears might be able to follow so that they can stand strong and overcome their fears, just like the *Boy* did. Your steps might include things to do, things to say or things to think.

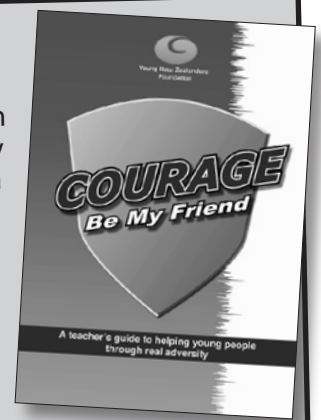


**UPDATE!**

## Generic Kit Available Soon!

The *Courage Be My Friend* kit will soon be available in a generic version which can be used at any time a tragedy or emergency occurs. Originally produced by the Young New Zealanders Foundation in response to the Christchurch earthquake in February, the resource kit aims to help young people cope with the loss and grief experienced and to build resilience to change.

If you feel you have students who would benefit from *Courage Be My Friend*, you are more than welcome to order a copy for your school by going to the Young New Zealanders Foundation website at [www.youngnz.org.nz](http://www.youngnz.org.nz), click on the *Teachers* link in the *Courage Be My Friend* section and fill in your details.



## Want to receive *Adding Value*?

*Adding Value* is emailed as a free PDF to all teachers who join the mailing list by sending their name, school and email address to [newsletter@youngnz.org.nz](mailto:newsletter@youngnz.org.nz) with “Subscribe” in the subject line.



# Decision Making Word Search



Can you find all the listed words?

M	N	O	I	T	A	N	I	M	R	E	T	E	D
P	N	H	I	N	N	I	A	D	V	I	C	E	N
T	R	U	S	T	T	R	C	F	R	N	U	S	R
O	V	E	R	C	O	M	E	V	E	I	L	E	B
I	S	C	S	L	M	A	E	D	L	I	O	S	N
N	N	S	I	S	R	M	N	W	I	N	N	E	R
C	A	F	E	S	U	E	I	L	A	S	T	C	C
C	H	T	G	C	P	R	I	R	B	S	N	I	Q
B	A	H	G	E	C	N	E	D	I	F	N	O	C
T	K	I	D	R	G	U	A	L	L	D	N	H	C
R	A	N	R	O	Q	T	S	E	I	I	A	C	R
D	I	K	C	N	H	T	A	P	T	H	G	I	R
G	K	O	O	G	C	I	O	E	Y	O	C	E	E
I	I	C	R	I	V	V	O	G	A	L	C	V	E

- |               |              |             |
|---------------|--------------|-------------|
| ADVICE        | FEARS        | RELIABILITY |
| BELIEVE       | IGNORE       | RIGHT PATH  |
| CHOICES       | INDEPENDENCE | SUCCESS     |
| CONFIDENCE    | KIA KAHA     | THINK       |
| CONQUER       | LISTEN       | TRUST       |
| CONSIDER      | OVERCOME     | WINNER      |
| DETERMINATION | PRESSURE     |             |

A bigger version of this Word Search puzzle can be downloaded from the August 2011 area of the *Adding Value* section on the YNZF website at [www.youngnz.org.nz](http://www.youngnz.org.nz).

## Two Truths & a Lie



This is an excellent game for team / group cohesion and is a fun way for students and teachers to get to know each other. It can be played with the class as a whole or in small groups of up to six members.

The students sit in a circle and take turns to share three things about themselves - two that are true and one that is a lie. The other students need to try to guess which one is the lie.



It is a good idea for teachers to first model this game a few times in a light-hearted way.

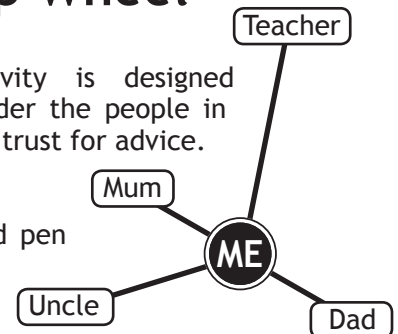
Source: Co-operative Learning in New Zealand Schools. Brown and Thompson (2000). Dunmore Press

## Relationship Wheel

This individual activity is designed for students to consider the people in their lives whom they trust for advice.

### Instructions

- Students will need pen and paper.
- Ask them to list between six and ten people in their lives who are important to them and who give good advice.
- In the middle of their paper, students need to draw a circle to represent themselves.
- They then need to consider each person on their list and draw a line radiating out from their centre circle with each person's name on the end.
- The closer the relationship the student has with that person and the more the student trusts that person's advice, the shorter the line is.



### Afterwards

Students can share their Relationship Wheels with others and talk about why they trust the advice of the people they have placed closest to them.

