



Welcome ...

to the September issue of *Adding Value*. The team at the Young New Zealanders Foundation (YNZF) is very proud of this publication. It continues to receive praise from New Zealand teachers and other professionals who work with our young people. The subscription list continues to grow, and *Adding Value* will soon be emailed to all New Zealand schools with students in Years 7 and 8.

The theme of this issue is **Self-reliance**. Ultimately, if a job is valued enough by individuals, then they will step up and take responsibility for it themselves, rather than wait for others to help out. This is a tough lesson to learn. As young people grow to become independent citizens, they need to learn to make wise decisions based on the likelihood of positive outcomes, as well as deciding whose advice to trust or ignore, and how to stand strong in the face of adversity.

The thought of being self-reliant can be a scary prospect. Lots of "what-if" questions spring to mind: What if I make the wrong turn? What if I don't know how to do it? What if I make a mistake? Ultimately, we want our young people to have the confidence to go-it-alone, but also to have in their kit a range of strategies for dealing with those "what-if" situations.

In the *Time for Some Fun* section, students are encouraged to take part in a relay competition. They will need to complete their own individual task in the relay to the best of their ability for the overall benefit of their team - teamwork and self-reliance. Let's hope the *All Blacks* can do the same!!

Remember, all back issues of *Adding Value* are available on the YNZF website at www.youngnz.org.nz.

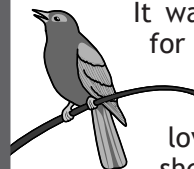
Kind regards

Sarah Barrett-Hamilton
Education Consultant
Young New Zealanders Foundation

The Lark & Her Young Ones

By Aesop

Theme: Self-reliance – Step up to the challenge!

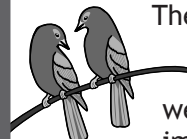


It was spring time and a mother lark was looking for a suitable place to build her nest.

Eventually she found just the right place - a lovely field of young green wheat. She knew she would have the long summer to raise her young ones before the wheat would be ready to harvest and they would have to move on.

Summer came and the days were long and hot. The mother lark's brood was almost fully grown. They spent their days stretching their wings and rehearsing for the time when they would make their first true independent flight.

Towards the end of a late summer's day, the young birds overheard the farmer who was inspecting his crop of wheat. As he ran his hands over the tall, ripe, golden wheat he said aloud, "The time has come when I must ask my neighbours to help me with the harvest."



The young larks quickly flew back to their mother and related what they had overheard. "Mum! What are we going to do? Where are we going to go? We need to move now!" they implored.

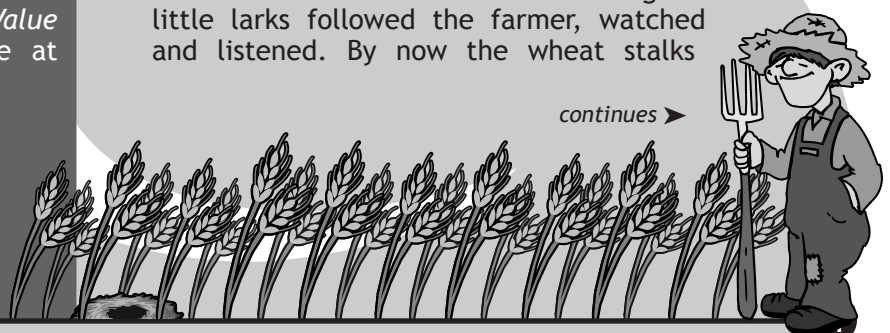
"There is no need to move just yet, my young ones," the mother lark replied. "This wheat is not going to be harvested tomorrow."

"How do you know?" the little larks asked.

"Anyone who relies on their friends to do their work for them is not really serious about getting the job done."

Sure enough, the next day no one came to harvest the wheat. In fact several days went by before the farmer visited his field of wheat again. The little larks followed the farmer, watched and listened. By now the wheat stalks

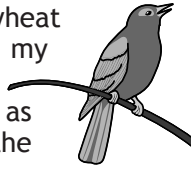
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were beginning to shed their grain as they were becoming over-ripe.

As the farmer knelt to pick up grains of wheat that had fallen, he said, "I can't wait for my neighbours any longer. Tomorrow I am going to harvest the wheat myself with as many labourers as I can hire. I will get the harvest in."

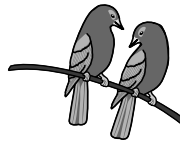


On hearing this, the mother lark said to her young ones, "Now it is time to be off for the farmer is serious this time. He is no longer waiting for other people to do his work for him. He is going to reap the harvest himself!"

Self-help is the best help

Discussions

In your groups, discuss ...



- Why do you think the farmer's first thought was to ask his neighbours for help?
- Why do you think the neighbours didn't help straight away?
- Why can it sometimes take a long time to get an important job done?
- Is it OK to ask for help when you need it? Why or why not?
- Are there any dangers in seeking help all the time? If so, what are they?
- What does it take to be an independent person? Brainstorm in groups and then as whole class. (See *Independence Posters* below for an additional Activity for this work.)

Questions

1. Where did the mother lark build her nest?
2. Why was she confident that she wouldn't need to move until the end of the summer?
3. When the wheat had fully grown, what did the farmer need to do?
4. He needed to harvest his wheat quickly. Why?
5. When the farmer first realised he needed to harvest his wheat, who did he ask for help?
6. Why didn't the mother lark panic when she heard the farmer was asking his neighbours for help?
7. When the farmer saw his wheat falling on the ground, what did he decide to do?
8. Why did the mother lark decide it was finally time to move out of the wheat field?





"The best place to find a helping hand is at the end of your own arm."


Anonymous





Suggested Activities

 **Role Play:** In groups of four, write a script and then perform two short plays. In the first play the main character relies on his / her friends too much, while in the second play the main character does not rely on his / her friends enough.

 **Independence Posters:** From the list you brainstormed in the last *Discussion* point above, work in pairs to create a poster with "Independence" as the theme. The poster should show, in written and visual forms, the key aspects about independence young people need to learn and show.

 **Pros & Cons:** Make a list of the pros and cons of working independently.

 **Debate:** Have a class debate with "To seek help is a sign of weakness" as the topic.

 **Job Advert:** In small groups, create a job advert looking for somebody who is going to have to work without much supervision, i.e. independently. Think of the job title, the key responsibilities, and the "must have" attributes of the candidate you, as the employer, are looking for. Display your adverts on your class noticeboard.



Good Ideas!

Pastoral Support

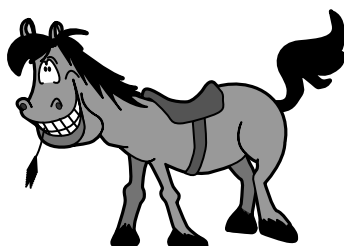
Pastoral support for all students is vital – children and young people need a safe, predictable and caring environment in which to learn. Educating “at-risk” students can be extremely difficult due to their complex needs. At times the classroom is simply not the environment in which students can learn what they need to learn in order to be able to access the curriculum.

We’ve heard from several schools that have shared successful out-of-the-classroom support programmes for their at-risk students.

One school told us about a programme called REINS, which runs out of *Summerfields Farm* in Karaka, south of Auckland.

REINS stands for:
R
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S

- Responsibility,
- Empathy,
- Integrity,
- New Attitude, and
- Self-discipline.



Students learn these skills through caring for and eventually riding horses.

For more information about REINS, please contact *Marie Gordon*, phone: (09)292-7912, or email: info@summerfieldskaraka.co.nz

Your Ideas & Feedback


Send us your *Good Ideas*, or any other thoughts and suggestions – we welcome all feedback. If there is a topic you would like us to cover, please let us know. We want the *Adding Value* newsletters to be as relevant to you as possible. Email: newsletter@youngnz.co.nz



“The proverb warns: “Don’t bite the hand that feeds you”. But maybe you should, if it prevents you from feeding yourself.”

Thomas Szasz (psychiatrist)

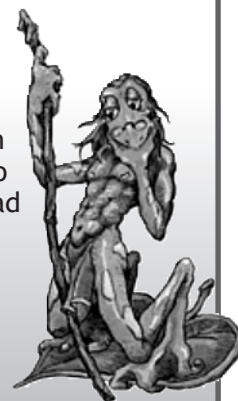
Gemstones: a resource for students A Little Gem

 For this activity, you will need to read *Gem of the First Water* chapter 7 (see your *Gemstones* packs).

In *Gemstones* Adventure 5, the *Boy* meets the woodcutter and his wife. They welcome the *Boy* into their home and share what little food they have. The *Boy*’s behaviour towards them was shocking – he was rude, arrogant, and greedy, and then he stole a precious brooch from his hosts as he left.

Eventually, the *Boy* learns that the only way to make progress in life is to face up to challenges and to make things right with the people he has wronged. He does so by returning the brooch and by apologising. Only once he had done this could he proceed.

1. Why couldn’t the *Boy* just go into the castle?
2. How long did he stay stuck on the path?
3. When the *Boy* was stuck on the path leading up to the castle, how was he like the farmer in *Aesop*’s fable (see page 1 of this newsletter) who was waiting for his neighbours to help with the harvest?
4. Was it easy for the *Boy* to make things right with the woodcutter and his wife? Why / why not?
5. Think about a time when you had to stand up to ‘right a wrong’ you had done:
 - ◆ What happened?
 - ◆ What did you need to do to make things right again?
 - ◆ Was it easy?



“Never stand begging for that which you have the power to earn.”

Miguel de Cervantes (writer)



Want to receive *Adding Value*?

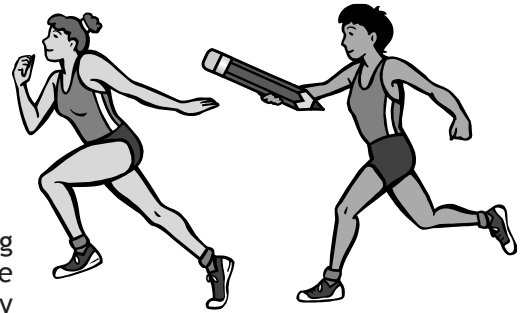
Adding Value is emailed as a free PDF to all teachers who join the mailing list by sending their name, school and email address to newsletter@youngnz.org.nz with “Subscribe” in the subject line.



Teamwork *and* Independence Relay

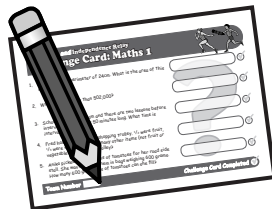
The success of any team relies on the ability of individual team members to play their part **and** the team's ability to work together as a cohesive unit.

This game requires each team member to be responsible for one leg of a relay. The winning team will be the one that completes the entire relay first – and this, of course, will be determined by the combined successes of each team member.



Instructions

- Each team needs six team members.
- Before the relay begins, each team member must select a Challenge Category to complete from this list (or make your own):
 - A. Maths 1
 - B. Maths 2
 - C. General Knowledge 1
 - D. General Knowledge 2
 - E. Physical 1
 - F. Physical 2 (requires some teacher input)
- Teams are told only the Challenge Category names. They do not find out exactly what each Challenge requires until they receive their Challenge Card from the teacher / time keeper. Some example Challenge Cards and answers, plus blank templates to make



your own, are downloadable from the September 2011 *Adding Value* section of the **Young New Zealanders** website at www.youngnz.org.nz.

- The Challenges can be completed in any order, **but** the next team member cannot begin their Challenge until the prior Challenge has been completed.
- All questions in the Maths and General Knowledge categories must be correct before that Challenge stage is completed.
- No help from other team members is allowed in any of the Challenges. Each team member must be self-reliant, but technology such as calculators / Internet can be used if needed.
- *Have fun!*

“I was always looking outside myself for strength and confidence, but it comes from within. It was there all the time.”

Anna Freud

Next Issue ...

The November issue will be the final *Adding Value* for 2011. It will deal with taking responsibility for our actions when things go wrong, rather than blaming others. There will also be a section on reviewing goals that were set at the beginning of the year.

Afterwards

This task was meant to be fun, but fun with a purpose ...

1. How well did your team do?
2. What did your team find difficult? What was easy?
3. What kind of support did you receive from other team members?
4. Did their support help? If so, how?
5. What kept people going, even when / if the challenges became difficult?
6. How does having other people rely on us motivate us to do our best?

