

**Note: Terminology**

In the UP LMS, a **COURSE** is the term used to define the whole programme or qualification. However, in the programme documentation the term COURSE is used to refer to what the LMS terms **MODULE**. Furthermore, within the LMS – Module 1 is designated as an introductory section that is not assessed.

Course 1 [Programme Document] is Module 2 in the LMS. Rachelle McNabney has asked that we use the Terminology of the Programme Document in the documentation for this assessment.

If anyone is using this document to upload into the UP LMS please note the following:

- Course 1 (in this document) is equivalent to Module 2 in the LMS

<p><b>Course 1: Developing our youth</b> Level 4 Total credits 17 Approx. TH/SD 120/50 Total: 170</p>	<p><b>Assessment 1.2</b> 4 Credits LO 1.2 Describe the impact of social contexts on young people.</p>
<p><b>Assessment Event – as written in the programme document.</b></p>	<p>Identify and describe:</p> <ul style="list-style-type: none"><li>• social context risk factors for young people in New Zealand</li><li>• the impacts that grief and loss can have on young people in New Zealand.</li></ul> <p>Give a presentation on a socio-economic-political determinant as an underlying contributor to risk factors that can negatively impact youth development in New Zealand.</p>
<p><b>Changes to this event After consultation with SME and Up Education</b></p>	<ul style="list-style-type: none"><li>• Assessment will occur as a presentation for Task 3 and answering questions (Task 1, Task 2), as “comparing/contrasting 2 or more risk factors” is unnecessarily confusing and complicated for requirements of the learning outcome</li><li>• Instead the wording will say to “describe the impact”, to be inline with LO wording “Describe”. Identify risk factors and describe their impact – within social contexts.</li><li>• Assessment will be focused on 3 aspects of impacts of social contexts:<ul style="list-style-type: none"><li>▪ Task 1 – general impact of a risk factor within social context of young people in New Zealand</li><li>▪ Task 2 – impacts specific to young people and consequences/impacts of grief and loss</li></ul></li><li>• Task 3 – risk factors for young people in New Zealand related to socio-economic context impacts.</li></ul> <p>Case studies will be supplied by SME including an interview with a professional in area of grief and loss. Case studies will be based on the experiences of an experienced youth worker’s clients that are relevant and realistic for young people in New Zealand (but not a real individual person). There are logistical and consent/ethical issues associated with the students using young people (they are likely to be working with) as subjects for this assessment. The</p>

	<p>intent of connecting theory to lived experience is a good one that will be utilised later in the programme [Course in LMS terminology] but with a less potentially sensitive and 'difficult' topic – fewer issues for the students and the potential subjects used to complete the assessment.</p> <ul style="list-style-type: none"> <li>• Cite legislation aspect of the original assessment wording is unnecessary for assessment of this LO. Awareness of relevant legislation will be included as part of the course, but it does not naturally fit into assessment related to risk factors/social context impacts at this stage of the course. Compliance in general is relevant to the context within which students will be working but it is more beneficial to reference compliance requirements later in the programme as they relate to specific work practices rather than as part of assessment of the general social context.</li> </ul>
Assessment name	<b>Young people social contexts</b>

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Module (in LMS)	2. Developing our youth
Level and credit	<b>Level 4 Credits 4</b>
Take 2 code	<b>YTD Social Contexts</b>

New Zealand Certificate in Youth Work – Level 4		
Course 1 Assessment 1.2		
Graduate Profile outcome	Learning Outcome	Assessment (Programme Document)
GPO 2 Mentor and support young people to recognise and develop their potential.	LO 1.2 Describe the impact of social contexts on young people. 4 credits	<p>1.2 Create a visual presentation comparing/ contrasting 2 or more key risk factors for youth.</p> <ul style="list-style-type: none"> <li>• Include the impacts related to those factors.</li> <li>• Must include a case study or <b>interview</b> to support your choices.</li> <li>• Cite legislation addressing your choices.</li> </ul> <p>4 credits</p> <p>Note: changes to the assessment event as explained above.</p>

**Commented [RM1]:** Needs to be changed to reflect the changes made to the assessment please

**Instructions for completing the assessment**

1. To gain competency in this assessment Task 1, Task 2 and Task 3 must be completed 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.

TASKS	Complete a theory assessment about the impact of social contexts on youth in New Zealand
Task 1	Identity and describe social context risk factors for young people in New Zealand based on two case studies.
	<b>Assessment for LMS</b> <ul style="list-style-type: none"> <li>▪ <b>Topic 3: Youth at risk – social contexts</b></li> </ul>
Task 2	Read an interview with a professional on the impacts grief and loss can have on young people in New Zealand and answer the questions.
	<b>Assessment for LMS</b> <ul style="list-style-type: none"> <li>▪ <b>Topic 4: Youth at risk – grief and loss</b></li> </ul>
Task 3	Give a presentation on a socio-economic-political determinant as an underlying contributor to risk factors that can negatively impact youth development in New Zealand.
	<b>Assessment for LMS</b> <ul style="list-style-type: none"> <li>▪ <b>Topic 3: Youth at risk – systemic impacts</b></li> </ul>

Task	1
Question	1 of 1
Instructions	<p>Complete the risk factor activity.</p> <p>Activity 1.1 Listen to the <b>two</b> case studies on the experiences of two young people in New Zealand. Identify what you believe are some of the key potential risk factors for these two young individuals.</p> <p>Activity 1.2 Select <b>one</b> of these risk factors. Describe how this impacts young people in New Zealand. You may choose to describe the impacts of this risk factor on:</p> <ul style="list-style-type: none"> <li>• New Zealand youth in general, and/or</li> <li>• young people as part of a particular group/demographic within New Zealand society, and/or</li> <li>• a young person as an individual (can include individual's whānau or immediate community).</li> </ul> <p>Details on how to complete each activity are in Risk factor activity.</p>
Resource	<p><b>Social context risk factors</b></p> <ul style="list-style-type: none"> <li>• Scenario – Case Study 1: Peter [audio with transcript]</li> <li>• Scenario – Case Study 2: Anahera [audio with transcript]</li> <li>• Risk factor activity</li> <li>• How to reference sources</li> </ul>

**Commented [DR2]:** Note for UP – will need to be uploaded with the assessment:  
 • 2 audio files (one for each scenario)

	Please see details of these resources after task descriptions in this document.
Marking guide MODEL ANSWER – Evidence	<p>Complete Activity 1.1 and Activity 1.2 of resource Risk factory activity.</p> <p>Activity 1.1 includes:</p> <ul style="list-style-type: none"> <li>• selection of <b>two</b> areas from the range provided in the Risk factor activity</li> <li>• particular risk factors related to the two selected areas identified from the case studies.</li> </ul> <p>Activity 1.2 includes:</p> <ul style="list-style-type: none"> <li>• A: a short definition of one risk factor identified in Activity 1.1. This is a sample answer only: <b>Safety risk factor:</b> family history of prison. Children and young people with a parent or family member serving a custodial sentence are at significant risk. The 15% of the most at-risk young people aged 15 are eight times more likely to have a caregiver that has served a custodial sentence.</li> <li>• B: description of the impact of the risk factor defined in A on young people in Aotearoa/New Zealand; description should include: <ul style="list-style-type: none"> <li>• impacts of the risk factor for youth within the New Zealand context - in general, to individual youth (and/or as part of whānau or community) and/or to a particular group/demographic</li> <li>• impacts of the risk factor supported by information from primary and/or secondary sources</li> <li>• list of references (sources of information).</li> </ul> <p>For example, a description for the risk factor defined in A's sample answer could include impacts such as the parent not in prison being a solo parent on a benefit, as in Peter's case study. Father is in prison for history of family violence. Description could include impact on boys of having parent, older brothers or other male role models incarcerated. Disruption and/or displacement to the family. Impacts of childhood trauma and family violence. Looking for male role models leave young boys vulnerable to gang recruitment. Emotional stress and acting out at school, or not going to school.</p> <p>Impacts included in the description should be supported by information from secondary sources or primary ones – experiences and/or viewpoints of professionals working in this area with young people. These should be included in a reference list submitted with the assessment.</p> </li> <li>• C: reflection on what the risk factor (in A and B) might mean for student working with youth in Aotearoa/New Zealand.</li> </ul>
Marking guide Judgement statement	<p>This is a competency-based assessment task. To be assessed as competent the student answer should at a minimum meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Activity 1.1 and 1.2 are completed.</li> </ul>

	<ul style="list-style-type: none"> <li>Activity 1.1: <b>two</b> main areas for risk factors are identified and matched to a <b>minimum of four</b> particular risks for the young person in total for <b>at least one</b> of the case studies <ul style="list-style-type: none"> <li>Risk factors may relate to those for the individual young people in at least one of the case studies and can include whānau and/or community risk factors.</li> <li>Range of areas can include risks to youth development related to health, education, safety, housing, employment, income, cultural identity, social connections, environment, civic participation, resilience, leisure and recreation.</li> </ul> </li> <li>Activity 1.2 has responses that include requirements identified in the evidence/marking guide above for A, B and C: <ul style="list-style-type: none"> <li><b>one</b> risk factor is defined (A)</li> <li>description (B) includes at minimum <b>one</b> impact of this risk factor on New Zealand youth supported by information from primary and/or secondary sources</li> <li>description of impact is for the defined risk factor (A)</li> <li>reflection (C) relates to the risk factor defined and described in B and C</li> <li>definition, description of impact and reflection on risk factor are current and relevant to the New Zealand social context for young people (12-24).</li> </ul> </li> <li>Note: C is a personal reflection, so the content of the response is not being assessed outside of this criteria; it: <ul style="list-style-type: none"> <li>is included</li> <li>relates to the risk factor in A and B</li> <li>relates to working with youth within the New Zealand context.</li> </ul> </li> </ul> <p>Several interrelated potential risk factors are included in the case studies. Students do not have to only select from the most obvious risk factors. They may identify within a case study risk factors that are implied but not clearly stated. Students may focus on any risk factor and discuss it in any way they choose provided it meets the criteria.</p>
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Task	2
Question	One of four
Instructions	<p>Read the interview – Youth Practitioner working with grief and loss – and answer the questions. You may use knowledge and examples from your own experience working with young people along with what you learn from the interview and the online information in the module.</p> <p>A. What can it mean for a young person to lose someone close to them?</p> <p>B. Give <b>two</b> examples of ways young people might behave as a response or to cope with grief and loss.</p>

	<p>C. Think about young people you work with. Based on what you have learned from this interview and in the course, what are some signs that a young person is struggling with grief and loss and might need support or help?</p> <p>D. Think about young people you work with. What would you do if you knew or thought it might be possible that a young person had experienced a serious loss? You may need to discuss with a Supervisor or Manager about what your role or responsibilities might be in this situation.</p> <p><i>Can present with space for student to write their answers.</i></p>
Resource	Interview – Youth Practitioner working with grief and loss (See Appendix at end of this document)
Marking guide MODEL ANSWER – Evidence	<p>Model answers are examples only. The answers should reflect guidance and information provided by the interview from the expert and the student's own context.</p> <p>A. Student's answer could include loss of someone close to the young person (parents, siblings, caregiver, close friends) through death, parental incarceration, dissolved relationships with whānau, going into care, physical distance (from the interview). If they wish, student can add from experiences in their own context of divorce, family separation, immigration, etc. Student's answer may also include emotional, material, spiritual implications of loss (but it is not required).</p> <p>B. Student's answer could include any of the responses mentioned in the interview, or from their own experience, such as:</p> <ul style="list-style-type: none"> <li>• Changes from the impacts their attachment styles (how they connect to others), sense of self, role in the whānau, aspects of hauora (holistic health and well-being) – answer can include how a young person might respond to one of these impacts from the student's own work experience.</li> <li>• Those identified in the interview are presenting as angry, hostile or despondent, or risk-taking behaviours like youth offending, self-harm, suicidal ideation, and substance abuse.</li> </ul> <p>Student's answer could also include examples of these presentations of loss and grief. Two examples from the interview include the rangatahi who lost his mother getting into high-speed car chases (risk taking behaviour to reenact his mother's death) and forming strong connections quickly with motherly figures that he then sabotaged (affected attachment behaviours).</p> <p>C. Student's answer should reflect their own work context and the youth they work with. Signs to include that are mentioned in the interview are stated in part B of this question:</p>

	<ul style="list-style-type: none"> <li>• presentation of anger, hostility and despondency, and risk taking behaviours.</li> <li>• others (provided in the interview) include struggling to maintain relationships or build connections with others, sabotaging relationships, and pushing away support.</li> </ul> <p>Student's answer may also include specific examples from their own work experience.</p> <p>D. Student's answer should reflect their own work context and the young people they work with. Ways to support a young person demonstrated in the interview may be included, if relevant, but alternative answers more appropriate for the student's context may be used. Support demonstrated in the interview that is likely to be meaningful includes always listening, holding space for the person's loss and grief, providing opportunities to acknowledge the person lost, empowering young person to learn and practise healthy coping strategies (not divert to maladaptive behaviour). Answer should include the importance of supporting individual rangatahi/young people in the way that suits each best and that their needs can shift.</p>
<p>Marking guide Judgement statement</p>	<p>This is a competency-based assessment task. To be assessed as competent the student answer should at a minimum meet the following criteria:</p> <ul style="list-style-type: none"> <li>• response to A, B, C, and D that is approximately one short paragraph each (or more)</li> <li>• each response is in line with examples provided in the model answer and the interview (if it is relevant)</li> <li>• each response has relevance for working with young people within a New Zealand context.</li> </ul> <p>Note: the interview reflects the experiences and knowledge of a youth worker within a particular context. Students should apply the advice and examples thoughtfully to their own contexts; therefore, they may include alternatives that are more relevant or experienced within the context in which they work for any of the responses.</p>

Task	3
Question	1 of 1
Instructions	<p>In Task 1 you explored risk factors for young people and the direct impacts of risk factors on their development from the perspective of the individual (and could include their whānau or community as it applied).</p> <p>Now you are going to create a presentation that looks at those impacts from the perspective of the socio-economic-political conditions/contexts that help determine them.</p>

	<p>Look back through Task 1. Think about the risk factor you chose to focus on. What happens if we zoom out from the individual young person, through their family or whānau and community to New Zealand’s socio-economic-political context as a whole? What are the macro factors impacting on these risk factors?</p> <p>Select <b>one</b> socio-economic-political determinant that has a major impact on the risk factor you focused on for Task 1. This will be the focus of your presentation. However, you may refer to others as, of course, many of these determinants are interrelated and cannot be separated from each other.</p> <p>Your presentation should answer the question:</p> <ul style="list-style-type: none"> <li>• How does this aspect of the socio-economic-political context contribute to [risk factor] for youth development in New Zealand? Again, you may choose to present on young people in general or a particular youth subset.</li> </ul> <p>You may refer to the case studies in Task 1 if you wish, but it is not a requirement. You should also reference any reliable primary and/or secondary sources of information you use as part of your presentation.</p> <p>Record and upload your presentation. A PowerPoint template is provided with the resources for this Task, but you do not need to use it. The template provides a structure that you may find helpful. However, you may structure the presentation in any way you wish, so long as it meets the criteria. You may use any online presentation software you prefer.</p> <p>Note: you may choose to do this presentation on your own, or with a partner who has a similar focus as you. However, you must both contribute to the development and the delivery of the presentation. When you submit your presentation, please note who worked on each part of the presentation and what their contribution was.</p>
Resource	<p><b>Socio-economic-political determinant risk factors</b></p> <ul style="list-style-type: none"> <li>• Socio-economic-political risk factor guide</li> <li>• How to reference sources</li> <li>• PPT presentation template</li> <li>• Presentation criteria</li> </ul> <p>Please see details of these resources after task descriptions in this document.</p>
Marking guide MODEL ANSWER – Evidence	<p>Presentation on impact of socio-economic-political context on youth in New Zealand. Presentation should include the following:</p> <ul style="list-style-type: none"> <li>• socio-economic determinant that is the focus the presentation on identified and described as it relates to risk factors for young people in New Zealand – in general, to individual youth (and/or as part of whānau or community), and/or to a particular group/demographic</li> <li>• explanation of how this determinant is linked to the main risk factor from Task 1; may include reference to the Task 1 case studies</li> <li>• a logical structure for the information that highlights the key points of the presentation</li> </ul>

Commented [DR3]: Note to UP – when load assessment will need to include PPT presentation template for this task



	<ul style="list-style-type: none"> <li>• explanation (e.g. recorded audio, in person delivery) of the relevance or details of the key points of the presentation</li> <li>• list of references (sources of information).</li> </ul>
<p>Marking guide Judgement statement</p>	<p>This is a competency-based assessment task. To be assessed as competent the student answer should at a minimum meet the following criteria:</p> <ul style="list-style-type: none"> <li>• a reasonable length – sufficient to meet the criteria for the assessment; use the provided PPT template provided for students to use as a guide to a minimum acceptable/reasonable length.</li> <li>• at least <b>one</b> key socio-economic-political determinant for youth development in New Zealand is identified and expanded upon in the presentation. <ul style="list-style-type: none"> <li>• May relate to individual young people (12–24 years) and can include their whānau and/or community.</li> <li>• Range can include contexts for youth development related to health, education, safety, housing, employment, income, cultural identity, social connections, environment, civic participation, resilience, leisure and recreation.</li> </ul> </li> <li>• information and explanations are current and relevant to the New Zealand social context for young people.</li> <li>• all parts of the presentation (can include audio, visuals and text, etc.) needs to relate to and support the key points of the presentation.</li> <li>• structure of the presentation is logical, and the key points of the presentation are clear. If the provided PowerPoint template structure has not been used content should be similar in range and scope to what is asked for by the provided template.</li> <li>• reference list of sources is correct for the material or information included in the presentation.</li> <li>• each point in the Presentation Criteria has been adequately met (see Appendix to this document).</li> </ul> <p>Students are encouraged to use the online course as a starting point but may choose to focus their presentation on any aspect of socio-economic determinants that impact youth in New Zealand, provided the presentation meets the criteria within the evidence and judgement guides.</p> <p>Students are provided with a PPT template which has a suggested structure. Students or tutors may adapt this structure to suit their circumstances. Provided the information is presented in a clear, logical way that meets the presentation criteria it should be acceptable. This can allow for class presentations, or one-on-one presentations with an assessor or tutor in person or online. Any presentation delivered verbally should be accompanied by a statement that the student has met the Presentation Criteria.</p> <p>Students may choose to develop and deliver this presentation with a partner who focused on a similar area of risk factors. If students do this, they must submit a list of which parts of the presentation each person contributed to. If the tutor wishes to provide this as an option, they must inform students.</p>



## Resources – Task 1

# Risk factor activity

## Definition: Risk factors

*“Risk factors describe conditions, experiences or circumstances that may have a negative effect on a young person’s wellbeing, development and life circumstances. The presence of multiple risk factors increases the likelihood of a young person experiencing challenges to their health, development and future wellbeing” (Ministry of Youth Affairs, 2002)*

*“Risk factors may be experienced during pre-birth or childhood and impact on a young person’s future life outcomes. As a young person reaches adolescence, they may continue to be exposed to experiences or conditions that place them at risk of poor long-term outcomes as they transition to adulthood.”*

*(Centre for Social Impact, 2019. p.9)*

## Listen and identify risk factors

Listen to the two case studies or read the transcripts.

## Case study transcripts

### Peter’s Story

Peter is a 13-year-old Samoan, Māori student who has recently moved into a new kāinga ora housing block in west Auckland. Peter lives with his Mum and three younger siblings aged 11, 9 and 6. Peter’s Mum is a solo parent because Peter’s Dad is in prison. Peter’s Mum is not working and currently on the benefit. Peter’s Dad is inside for family violence, which has occurred throughout Peter’s life. The family has previously been involved with Oranga Tamariki due to the many notifications regarding family violence. Peter has not yet been enrolled at the local high school as his Mum has been relying on him to help look after his younger siblings. When he can, Peter likes to hang out at the nearby park and shoot hoops with some of the older boys, usually after dark.

### Anahera’s story

Anahera is a 16-year-old Māori female who lives with her Nanny Kaye and some of her other cousins. Anahera is a bright girl who suffers from chronic asthma and eczema. This has restricted her from playing sports, which she used to love to do, and she gets teased at school because her eczema is so bad. Anahera’s mother has been in and out of her life due to her own battle with depression and substance use. Fortunately for Anahera, Nanny Kaye has always been there for her, although she also has a number of other mokopuna in her care. Due to the bullying at school, Anahera’s self esteem has dropped significantly and she actively avoids having to go to school. Lately, she has been wagging to go and hang out at the local park. Here she’s been drinking with some of the older boys and girls who are not at school. One of the boys, Hemi aged 18, has been spending lots of time with Anahera and she really likes him. She’s never had a boyfriend before but she knows that Hemi has had lots of girlfriends.

For the two young people in these case studies, in which of these areas can you identify risk factors?

Case Study A – Peter	Case Study B – Anahera
Risk factors related to Peter and/or his whanau/community's: <ul style="list-style-type: none"> <li><input type="checkbox"/> Health</li> <li><input type="checkbox"/> Education</li> <li><input type="checkbox"/> Safety (inc. youth justice)</li> <li><input type="checkbox"/> Housing</li> <li><input type="checkbox"/> Employment</li> <li><input type="checkbox"/> Income</li> <li><input type="checkbox"/> Cultural identity</li> <li><input type="checkbox"/> Social connections</li> <li><input type="checkbox"/> Environment</li> <li><input type="checkbox"/> Civic participation</li> <li><input type="checkbox"/> Resilience</li> <li><input type="checkbox"/> Leisure and recreation</li> </ul>	Risk factors related to Anahera and/or her whanau/community's: <ul style="list-style-type: none"> <li><input type="checkbox"/> Health</li> <li><input type="checkbox"/> Education</li> <li><input type="checkbox"/> Safety (inc. youth justice)</li> <li><input type="checkbox"/> Housing</li> <li><input type="checkbox"/> Employment</li> <li><input type="checkbox"/> Income</li> <li><input type="checkbox"/> Cultural identity</li> <li><input type="checkbox"/> Social connections</li> <li><input type="checkbox"/> Environment</li> <li><input type="checkbox"/> Civic participation</li> <li><input type="checkbox"/> Resilience</li> <li><input type="checkbox"/> Leisure and recreation</li> </ul>

**For a breakdown on what these risk factors mean please look back at the online course.**

Find these risk factors listed under the main areas in the document *Thriving Rangatahi: A review of protective and risk factors* available in the online course.

Reference:

Dawnier, K., Bennett, S., Cherrington, K., Trotman, R. & Nemeč, K. (November, 2019). *Thriving Rangatahi: A review of protective and risk factors*. Vodafone New Zealand Foundation and Centre for Social Impact: New Zealand.

## Activity 1.1

Once you have the key areas of risk factors:

- Choose **two** areas from the list (in the table above).
- Break down the risk factors in these two areas for both case studies. If risks in an area do not apply to one of the case studies, just state that they do not apply to this case study.
- Use information in the online course and your own knowledge and experience.

For example, if you look at the case studies from the perspective of **health** risk factors, which apply to Peter and which apply to Anahera?

Risk factor main area	Case Study A – Peter	Case Study B – Anahera
	Particular risk factors related to this for Peter (can include his whānau/community).	Particular risk factors related to this for Anahera. (can include her whānau/community).

Risk factor main area	Case Study A – Peter	Case Study B – Anahera
	Particular risk factors related to this for Peter (can include his whānau/community).	Particular risk factors related to this for Anahera (can include her whānau/community).

## Activity 1.2

Select **one** of the risk factors you identified in at least one of the case studies.

- A. Write a short definition of this risk factor. It must be appropriate for the Aotearoa/New Zealand context.
- B. Describe the impact of this risk factor on young people in the Aotearoa/New Zealand context. This may include NZ youth in general, individual development and/or whānau and community; may be about a particular group of young people in NZ like new migrants, disabled youth, LBGTQI+, rural or urban, young women, etc.
- C. Reflect on what this risk factor might mean for you working with youth in Aotearoa/New Zealand. Write about this as a personal reflection in your journal and pull out the main points of your journal entry to answer this question.

Write a Reference List of the primary and secondary sources you used to help answer these questions. Suggested secondary sources of information are available in the online course to help you find more information about the risk factor you decide to focus on.

You can talk with professionals and experts in your network to get their perspectives based on their professional expertise and experiences. Just remember to credit them in your Reference List.

# How to reference sources

**Secondary sources**, for the purpose of this assessment task, are those that have already been published in other literature like journals or books or recorded and uploaded to a platform like YouTube. If you use secondary sources, please make sure they are relevant for the New Zealand context and that you reference them.

**Primary sources**, for the purpose of this assessment task, are questions you ask professionals and experts in this area and the responses they give you. If you use information from primary sources make sure that you quote them and reference them with their full name, expertise or position title, and the date they provided you with the information. Also, make sure that you never include any private or confidential information about specific individuals. Any experts or professionals you talk with should give you generalised examples based on their expertise, knowledge and experience.

## What is referencing? And why does it matter?

Include a list of sources of where you got your information at the end of the assessment you submit. This is called referencing, which is important because it acknowledges people and other sources you learnt from for the assessment.

Watch these videos that quickly explain what referencing is, how it works, and how to make your own reference list:

[Referencing #1 - What is referencing? - YouTube](#)

[Referencing #2 - How does referencing work? - YouTube](#)

[Referencing #3 - Building a reference list - YouTube](#)

You can use a site like - Quick@ite to find out how to reference different types of sources. Work thorough it step-by-step:

- Step 1: APA is the most commonly used style in New Zealand, so select APA 7<sup>th</sup> (author/date)

[ReferenCite - Quick@ite \(auckland.ac.nz\)](#)

## Resources – Task 2

# Interview – Youth Practitioner on grief and loss

### ***Please briefly introduce yourself and your role.***

Ko Kelsey Taylor toku ingoa. I'm a Senior Practitioner for Kia Manawanui, which is a specialist regional team under Oranga Tamariki. We work with rangatahi and their whānau who have high and complex needs, and support them to nurture their hauora and whanaungatanga. We aim to foster their independence by developing their whānau and community networks.

### ***What do we mean by grief and loss? What kind of grief and loss is most common with the young people that you work with?***

Many of our rangatahi have experienced significant adverse life experiences, including death of a parent, sibling or caregiver, parental incarceration, or dissolved relationships with whānau. Some of these separations occur when tamariki come into care and are physically distanced from their parents or siblings. Although efforts are made to keep whānau together and maintain connection, many of the rangatahi we work with have significantly impacted attachment styles. Sadly, many of our rangatahi have also been affected by completed suicides in their whānau and peer groups.

### ***How does grief and loss affect the young people that you work with? How does losing someone affect a young person?***

Grief and loss are such challenging experiences for rangatahi, as they affect everyone differently. For many of our rangatahi, grief and loss of a loved one directly impacts their sense of self and their role in their whānau. When rangatahi lose their connection to their whānau, hapu or iwi, this can drastically impact every aspect of their hauora.

### ***How do young people behave or respond to grief and/or loss?***

For many rangatahi, acknowledgement of their trauma is too confronting, and their hurt presents as anger, hostility or despondence. Often, grief and loss underlay risk-taking behaviours, such as youth offending, self-harm, suicidal ideation, and substance use.

### ***What are some of the signs that young people show when they are experiencing grief or loss?***

A common sign a rangatahi is experiencing grief or loss is impacted attachments, such as challenges maintaining relationships and hypersensitivity to rejection. Many rangatahi who have experienced significant grief and loss, struggle to build connection with others, and fear losing them. At times, this manifests as rangatahi sabotaging relationships and actively pushing their supports away, to protect themselves from being hurt or abandoned.

### ***What is the best way to support a young person when they are going through grief/loss?***

Supporting a rangatahi in the way that suits them best is important, it might be different for each rangatahi as their needs shift. Always listening, holding space for someone's loss and grief, and providing opportunities to acknowledge and celebrate the person they have lost may be meaningful for them. Empowering rangatahi to learn and practice healthy coping strategies is also important, to



allow them to process their grief and loss, and to not divert to maladaptive behaviours that could negatively impact their wellbeing.

**Can you respectfully share some of your experiences of working with young people who have experienced grief and loss? Maybe just one example of a young person who went through some loss and how you may have helped them along the way.**

I am currently working with a rangatahi who lost his mother in a car accident four years ago. He has struggled with his grief since this time, which has presented in varying ways, including putting himself at risk in high speed car chases in hopes of re-enacting his mother's death. He also has affected attachments, and seeks out motherly figures in his life, quickly building a strong connection, before sabotaging this relationship through harmful behaviour such as assaulting them. This rangatahi's insight has grown considerably over the last 12 months and he is able to recognise his self-sabotaging patterns of behaviour, and to reflect on the impact that this has on those around him. He has recently voiced that he has been trying to fill a void in his life with a raft of unhealthy coping strategies, which could potentially continue into adulthood and even be passed down to his own tamariki. This rangatahi has made significant progress in his journey by reconnecting with other whānau supports who share this trauma of the loss of his mother, and he has also now started counselling to explore his grief.

## Resources – Task 3

# Socio-economic-political risk factor guide

## Definition: Risk factors

*“Risk factors describe conditions, experiences or circumstances that may have a negative effect on a young person’s wellbeing, development and life circumstances. The presence of multiple risk factors increases the likelihood of a young person experiencing challenges to their health, development and future wellbeing” (Ministry of Youth Affairs, 2002)*

*“Risk factors may be experienced during pre-birth or childhood and impact on a young person’s future life outcomes. As a young person reaches adolescence, they may continue to be exposed to experiences or conditions that place them at risk of poor long-term outcomes as they transition to adulthood.”*

*(Centre for Social Impact, 20219. p.9)*

## Socio-economic-political context factors

Which risk factor is the focus of your presentation?

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What were some of the key socio-economic-political factors that contribute to this risk factor?

For example:

- Income inequalities
- Areas of poverty or deprivation
- Structural barriers to accessing services
- Racism, discrimination, bias
- Historical impacts of colonisation and/or current institutional racism
- Lack of support for cultural wellbeing
- Educational inequalities or low decile schools
- Youth justice residences – on remand or incarceration
- Unsafe neighbourhoods – violence and safety concerns
- Housing – transient housing, unstable and/or bad rental housing, housing or home ownership unaffordable

- Work opportunities limited due to lack of educational achievement, technology, lack of entry level position, etc.
- Employment issues related to employer attitudes and norms, workplace culture, family or childcare obligations, communication issues, recruitment practices, training availability, etc.
- Welfare dependence and/or barriers
- Environmental impacts and risks – lose of connection to land and environment
- Lack of opportunity for political agency or to be heard – youth voices ignored at institutional, business and government levels
- Marginalisation – can include different forms of racism, discrimination, or silencing
- Barriers to participation in leisure or recreational activities like sports or other activities – money, time-poor, lack of facilities or ability to access them
- Other: *List any you feel are missing from this list.*

## Select your focus

Select **one** of the socio-economic-political determinants you feel has a very significant impact on the risk factor you selected for this Task. **For a breakdown of the details on some of the key determinants please look back at the online course.**

Using the information in the online course, your own knowledge and experience, reading of secondary sources and/or talking with professionals and experts in your network.

A good place to start would be to think about how the determinant you have selected affects one of the young people in a case study from Task 1.

<b>Socio-economic-political determinant</b>	
<b>Case studies</b> How did this determinant contribute to a relevant risk factor in one of the case studies?	
<b>Risk factor link</b> What are some examples of how this determinant is contributing to risks experienced by youth in New Zealand and their whanau and community?	

Now, look over the PowerPoint template and decide how you want to do your presentation. You will find suggested secondary sources of information in the online course to help you find more information about the topic you decide to focus on for your presentation.

You can talk with professionals and experts in your network to get their perspectives based on their professional expertise and experiences. Just remember to credit them in your Reference List.

## PPT presentation template

This is the text for the PPT presentation template supplied to students for this task.

Slide	Purpose	Slide heading	Slide content and/or notes to student
1	Cover slide	Assessment 1.2 Social contexts – Task 3	[Name ] [Date] [Title of the presentation]
2	Opening	Opening	<i>Please include an opening for your presentation that you feel would be appropriate and relevant. For example, interesting facts or statistics, question/s to think about, image to respond to, short video clip, brief activity, quotation, short personal story, prayer, or other cultural way to introduce the start of something like this.</i>
3	Presentation outcomes	What am I presenting on?	<i>Please provide a very short summary of what will be in the presentation, introduce the risk factor and the socio-economic-political determinant you will focus on in this presentation.</i>
4	Define the risk factor	[name of the risk factor]?	<i>Please provide a short definition and summary of the risk factor. The definition must be suitable for the Aotearoa/New Zealand context.</i>
5.	Describe the socio-economic-political determinant	[Name of the determinant] in New Zealand	<i>Please provide a short description/definition of key socio-economic-determinant you will focus on in this presentation and what it means in the New Zealand context.</i>
6	Impacts on New Zealand youth	[Name of the determinant] and New Zealand Youth	<i>Please highlight how the determinant can impact on youth development in Aotearoa/New Zealand in general.</i>
6a	As above	As above	<i>Optional side if more space is needed to properly explain the general impact. Or refer back to the Task 1 case study and give the example of how this determinant influenced the risk for the young person in the case study.</i>
7	Explain the direct link between Task 1 and this determinant.	[Name of the determinant]	<i>Please provide further information to explain the direct link between the risk factor and how it is impacted by the socio-economic-political context. Focus on the main determinant, but you may refer to others where they are relevant. Focus on the main determinant's impact on young people in the Aotearoa/New Zealand context – may include NZ youth in general,</i>

			<i>individual development and/or whānau and community; may be about a particular group of young people in NZ like new migrants, disabled youth, LGBTQI+, rural or urban, young women, etc.</i>
7a – 7b or more	As above	As above	<i>Optional slide if more space is needed to properly explain. You can make as many copies of this slide as required.</i>
8	Personal reflection on structural interventions.	What does it mean for New Zealand?	<i>Please reflect on some things that could be done at a government, institutional, workplace, media, etc. level to mitigate the negative impact of this key determinant on Aotearoa/New Zealand's youth. This could include where you are working.</i>
8b	As above	As above	<i>This is an optional extra slide if you need more space to properly reflect on what could be done to mitigate the negative impact of the key determinant. You can make copies of this slide, or delete it as required.</i>
9	Summary of key points of the presentation	What I covered	<i>Please give a summary of the key points made in your presentation.</i>
10.	Takeaway	Takeaway	<i>Is there a particular thing you would like your audience to think about or apply to their own practice? This could be a takeaway point, a question to think about, quote, or 'call to action'</i>
10b	Questions	Questions	<i>Include this slide if you are presenting to a real time audience (online or in person) this is an opportunity to invite any questions or comments from the audience. Delete this slide if not required.</i>
11	Closing	Closing	<i>Please include a closing for your presentation that you feel would be appropriate and relevant. For example, an image, short video clip, quotation, thank you, prayer/karakia or other cultural way to close the end of your presentation.</i>

### Task 3 Presentation Criteria

A PowerPoint template has been provided for you to use if you wish. But you may choose to use other presentation software and formats. You may also structure your presentation differently to the template.

However, we recommend you look at the provided PowerPoint to make sure that your presentation will have a similar range of content and cover similar types of points.

While you may choose how to do your presentation, it must meet the following criteria.

This presentation:

- identifies **one** socio-economic-political determinant that can underpin and contribute to risk factors for New Zealand youth as the presentation's focus (may include other determinants that are interrelated to the focus one)
- explains how this determinant can impact New Zealand's youth
- supports the explanation with information from reliable secondary and/or primary sources; this may include descriptions of lived experiences and commentary provided by professional or experts that are relevant to the content of the presentation
- includes some reflection on what could be done by governments, businesses, institutions or similar to mitigate the impacts of this determinant on New Zealand's youth development
- presents this information clearly, in a logical order and highlights the most important points
- is relevant to youth work within the New Zealand context
- includes a reference list of sources of information.