

MARKING GUIDE

MAKE SAFE SPACES

Developing a Safe Space for our Youth

Level 4, Credits 3

Assessment Code: YTD Youth Environment

INSTRUCTIONS FOR COMPLETING THE ASSESSMENT

TASKS: Complete a theory assessment about relevant legislation, holistic safety, interventions and referrals, and health and safety compliance for youth work practice in New Zealand.

Task 1 – Answer questions on how Article 12 of the UN Convention on the Rights of the Child and the Children’s Act 2014 affect youth workers in their role.

Task 2 – Use Te Whare Tapa Whā or the Circle of Courage models to design an activity relevant to your work with youth that supports holistic safety.

Task 3 – Read scenarios and explain how you would ideally respond to each situation.

Task 4– Answer questions and respond to a scenario on workplace health and safety compliance and management under HSWA as it applies to New Zealand youth work organisations and similar organisational contexts.

1. To gain competency in this assessment Tasks 1, 2, 3 and 4 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 2 Assessment 2.1		
Graduate Profile Outcome	Learning Outcome	Assessment
GPO 1: Create and maintain a safe environment when working with young people.	LO 2.1 Describe key elements of a safe physical and emotional environment for young people. 3 credits	Assessment 2.1 (third bullet point) Answer questions on how Article 12 of the UN Convention on the Rights of the Child and the Children’s Act 2014 affect youth workers in their role. Assessment 2.1 (second bullet point) Design an activity for youth that supports holistic safety using the well-being model of either Te Whare Tapa Whā or the Circle of Courage. Assessment 2.1 (first bullet point) Read three scenarios and explain how you would respond to each situation. 3 credits

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New Zealand Certificate in Youth Work (Level 4)

Assessment 2.1 YTD Youth Environment

Version 3 13.12.21

Task 1 – How Article 12 of the UNCROC and the Children’s Act 2014 affect youth workers in their role

Question 1

Give a short answer to each question on [Article 12 of the United Nations Convention on the Rights of the Child \(UNCROC\)](#).

A. What is the key message of Article 12? Briefly explain what Article 12 is about.

Everyone has a right to have their say, to participate in decision making and to be listened to. For children and young people, it must be appropriate to their age and ability, but they still have a right to have their point of view listened to and taken seriously, especially if it leads to decisions being made about them. Children and young people have the right to be properly informed and to give their perspective.

B. Give **one** example from your own organisation or personal youth work experience of Article 12 in practice.

Example 1: A youth worker advocating for a young person who is in state care to have the right to express their views in Family Group Conference and be given the opportunity to agree or disagree with what is being offered, to the point where they are able to be active decision-makers when it comes to plans about their lives. “As a youth worker I have worked with a young person prior to the FGC process to ensure that they come in with their own plan (and that this is young person driven, and not just professionals and adults coming up with what they think is best).”

Example 2: “As a youth worker I have supported a young person who had been subject to abuse in state care, making a formal report of complaint. The young person concerned was incarcerated at the time, so I sat with him for over two hours to write everything down on his behalf and submit his complaint.”

C. What is **one** way in which the *Code of Ethics for Youth Work in Aotearoa New Zealand* aligns with Article 12 of UNCROC?

There are different ways to answer this question. It may be answered in a more global way or identify specific aspects of Article 12 and clauses or subclauses in the Code. For example:

- The principle of mana is identified in the Code as giving young people the right to have agency over their lives and the decisions that affect them (p.19). The aim of Article 12 is to state the right young people have to participate in decision making that is about them. A major concern is how often young people, especially those with diverse needs, are excluded or marginalised in decision-making processes that do not protect the authority of their mana or the right to have agency over their lives.
- Clause 5 defines what it means for young people to give informed consent. It specifically identifies that they have the right (subclause 5.4) to be fully informed “of their rights regarding feedback and complaints processes”. The first basic condition of Article 12 is that young people have the right to be heard and their viewpoints taken seriously. Therefore, the process and information provided to them to make decisions must be transparent and informative (condition 1).
- Clause 10 (subclause 10.2) in the Code names the United Nations Convention on the Rights of the Child among the rights-based legislation youth workers have an ethical responsibility to acknowledge as part of their practice. Article 12 is thus covered by this responsibility.
- Clause 20 (subclause 20.2) acknowledges that there may be “the rare occasion where a young person is unable to act with self-determination” in which the youth worker should act to protect their “rights and

welfare”. The conditions for this are defined in Article 12 as “safe and sensitive to risk” and “accountable”. Adults must be accountable for the welfare of young people when agency is not possible.

- Clause 21 is all about whakamana and supporting “the mana of young people, and from this their right to participate” as a “defining feature of Youth Work”. Self-determination and having access to the space and resources to do so in ways that are appropriate for them relates to the nine conditions necessary to enable young people to participate in decision making.

Accept any answer for B that is able to identify aspects of Article 12 in line with principles of the Code, even if one document or the other is not referred to by name.

Question 2

Give a short answer to each question on [the Children’s Act 2014](#).

- A. What is the purpose of the Children’s Act 2014?

The purpose of the Act is to have a strategy for New Zealand to protect all children and provide for the protection and better life outcomes for the most vulnerable children in New Zealand. The Act does this by having agencies across New Zealand work together and implement policy to improve the well-being of and protect vulnerable children. It also includes requiring anyone with regular or overnight contact with children to be safety checked

Accountable government departments are the New Zealand Police, the Ministry of Health, the Ministry of Education, the Ministry of Justice, the Ministry of Social Development and Oranga Tamariki – Ministry for Children

- B. In Clause 20 of the Code of Ethics, what are a youth worker’s obligations under the Children’s Act 2014?

In Clause 20 (subclause 20.3) youth workers have to acknowledge “their organisation’s legal responsibilities and policy requirements” under the Children’s Act 2014. The specifics of what these are will depend on the type of work the organisation does and who their clients are.

- C. Give **one** example of safety checking to comply with the Act, as carried out by an organisation that has child protection policies in compliance under this Act.

Student may select an organisation they are accountable to like their workplace, professional body, etc. that could be held legally accountable under the Children’s Act 2014.

Example: The student’s workplace requires the Children’s Worker Safety Check for applicants before they can be appointed to a position within the organisation. All workers with children must be safety checked every three years.

Example: We have volunteers who do not by law have to be safety checked, but roles for volunteers are part of the risk assessment. Volunteers cannot have sole charge of or work alone with young people, or stay overnight with young people, unless they have had a safety check.

Student may also provide an example from their own role or work experience that relates to compliance with their organisation’s protection policies either as someone working directly or in a support capacity with young people, or as part of the development or management of that policy. It could include things like: involving family/whānau in meeting with the young person about decisions involving their protection; professional development activity; or working with partner agencies.

Responses are similar to the model answers (at minimum) or accurate in terms of the Children’s Act 2014 (legislation) and the *Code of Ethics for Youth Work in Aotearoa New Zealand*

Task 2 – Integrate holistic safety into an activity using a model of well-being

Think of an activity you could design for young people you work with. You may adapt an activity you already use. The aim is to integrate holistic safety into the activity design using either:

- Te Whare Tapa Whā
- The Circle of Courage

The aim of this task is to explain how your activity design achieves holistic safety.

First, you will explain what the activity is, and then you will explain it using the model you have selected. Complete both parts of this task below:

1. Briefly introduce the activity, making sure to include the following details:

- Explain the activity.
- What is the purpose or outcome?
- Who are the participants? (briefly introduce them as a group)
- What role do you play in the activity?
- Where would this activity take place?
- Timeline: brief list of the sequence of events with approximate timings for each
- Anything else an assessor might need to know to understand how this activity supports a safe space for all participants.

Sample Answer

The Name Game' is an icebreaker to get to know the group. Get the group arranged into a circle. Once in a circle, explain the activity:

- Everyone takes the first letter of their first name and come up with a favourite thing starting with the same letter – for example, Jane and Jellybeans.
- As the facilitator, I will ask the person on my right what their name and thing is before we begin the game. I would start things off by introducing the person to my right (their name and favourite thing starting with the same letter) and then myself, then the person on my left will carry this on, by introducing me and then themselves. This carries on all the way around the circle.
- Extra challenge: Call out your name and then someone else's from across the circle – then the person who's name you call out has to then say their own name followed by the name of someone new.

The purpose of this activity is to build rapport and engage with a new group of 10–30 young people who are participating in a sports school holiday programme. It could be used as an icebreaker and to warm them up to each other. They wouldn't necessarily know each other and so getting them to play the name game enables them to build relationships.

The role I play is to facilitate the activity – explain the game and rules – as well as taking part in the activity. This activity would take place at the community centre's hall.

Here is an approximate timeline:

- 5 minutes: The facilitator explains the game and gives everyone a minute to think about what their favourite thing is.
- 5–10 minutes: Depending on the number of youth, go around the circle a couple of times. You can speed it up and make a beat to go along with it so that if a participant misses a beat they then have to sit out and cheer on the others.
- 5–10 minutes: Try a variation (such as the 'extra challenge' version).

One way this activity supports a safe space for all participants is that if there were rangatahi with disabilities (e.g. speech or hearing impaired), the group would need to be inclusive of this and use sign language or, instead of using words, base the game on actions – e.g. everyone comes up with an action for both their name and their favourite thing.

2. Use Te Whare Tapa Whā or The Circle of Courage to explain how the activity creates a safe space for all participants. Use specific examples from the activity’s design. In your answer you should provide:

- Examples of how **each** aspect or dimension of the model is incorporated into the activity.
- An explanation of how **each** aspect or dimension contributes to the creation of a safe space for the participants.

Note: In the online course you were provided with the example of 'The Name Game' and shown how this activity could achieve holistic safety using Te Whare Tapa Whā and the Circle of Courage. You cannot use this activity in your answer – you must design your own activity.

<p>Model/Sample answer if using The Circle of Courage:</p>	<p>The Circle of Courage consists of four parts – Belonging, Mastery, Independence and Generosity.</p> <p>This activity creates a sense of Belonging with everyone participating and getting to know each other a little – their names and what their favourite thing is. The sense of cohesion that comes from knowing something about each other and having done the same activity together helps to create a safe space for everyone.</p> <p>Mastery is enabled in the game by starting things simply before levelling up to more complex or faster variations. This contributes to the sense of safety by allowing each youth to successfully demonstrate their skills to the rest of the group.</p> <p>Independence is gained when rangatahi are able to facilitate and lead the game without the facilitator. This aspect of the game contributes to creating a safe space by providing this boost to their sense of autonomy and confidence.</p> <p>Generosity is shown when participants drop out of the game, but still cheer on their peers. Also, by requiring everyone to remember each other’s names at the outset, this activity fosters more cooperative relationship-building over the rest of the session</p>
<p>Model/Sample answer using Te Whare Tapa Whā:</p>	<p>Taha tinana – This activity is inclusive by not being physically demanding, i.e. if there is a range of physical fitness or capabilities within the group this is not a barrier to anyone participating in this game. It can be also be adapted if one or more members of the group has, say, a hearing or speaking disability.</p> <p>Tana hinengaro – The activity is based around each young person thinking of something they like and tying it to their own name (their favourite thing starting with the same letter), which starts the activity off with positive mental associations for everyone.</p> <p>Taha wairua – The activity enables a group of youth to come together and make sure everyone’s wairua is settled and they are in the right head space for a common purpose. Feeling comfortable in your beliefs, values and identity affects your wairua. Therefore, this activity aims to create connections between one another but also with the environment around them (new surroundings of a holiday programme, which might be unsettling for some).</p> <p>Taha whānau – Each person sharing something about their personal preferences encourages an acceptance of the diversity of values and personalities within the group. By</p>

learning each other's names (and practising the pronunciations) as an icebreaker activity, this whakawhanaungatanga is setting up the group to be more comfortable addressing each other for the rest of the session, thereby enabling the forming of new social bonds.

Whenua – The game forms the foundation, or whenua, for the group working together going forward. It brings them together and forms rapport and trust from the start, thus creating a safe space. Using the name game allows people to form connections (hononga) and know a little bit about each other (whakawhanaungatanga).

Task 3 – Read scenarios and explain how you would respond

Question 1

Clause 12 in the Code of Ethics⁴ states:

- | | |
|------|--|
| 12.1 | Youth workers ensure that their practice is equitable. |
| 12.2 | Youth workers are inclusive and ensure accessibility of Youth Work services, programmes, events and activities to all. |
| 12.3 | Youth workers challenge systems, attitudes, beliefs, policies and practices that negatively impact the lives of young people, and act as advocates to remove these barriers. |
| 12.4 | Youth workers do not unlawfully discriminate against young people for any reason, including those contained in the Human Rights Act 1993. |

Beneath Clause 12, there is a scenario insight on page 33 that discusses the following situation: “You notice a couple of young people in your group have started telling racist jokes.”⁴ Imagine that during the activity you designed for Task 2, this situation occurred. Describe how you would respond to this situation, by answering the following questions:

- How would you interpret Clause 12 of the Code in this situation?
- What would you do to maintain a ‘safe space’ for all participants?

Sample answer:

Clause 12 is Mana Taurite – Equity. Refer to subclause 12.3: 'Youth workers challenge systems, attitudes, beliefs, policies and practices that negatively impact the lives of young people, and act as advocates to remove these barriers.'

In this situation, it would be the youth worker's role to address this – stop the activity, tell those concerned to stop telling those jokes and frame it as: we don't operate this way and we include everyone. Then, pull them aside afterwards – you may choose to talk one on one or together if there is more than one youth. Break down the group rules (that we are inclusive and are not into having fun at others' expense). Tell them their remarks are inappropriate and that they can think about whether or not they are ready to re-join the group.

Student answers are similar in scope to sample answers but logical for the activity designed in the previous task. Clause 12 of the Code of Ethics is referred to and its application to the situation is explained the solution or course of proposed by the student is appropriate in the context of current youth work practice in Aotearoa New Zealand.

Question 2

Read the scenario and answer the questions.

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.

How are things with Anahera now?

Anahera spends more and more time with her newfound friends. When they are not at the park, they go to Hemi's cousin Teresa's house. Teresa lives with her Dad but he's never around because he's a fisherman and often out at sea. At Teresa's house they are all left to their own devices and there is plenty of alcohol available as Teresa's dad makes homebrew. Anahera has increased her drinking to almost daily and spends days away from Nanny Kaye's house now. Nanny Kaye is worried about Anahera and refers her to the local marae youth service. Jaycee (one of the community youth workers) starts to meet with Anahera when she is back at Nanny Kaye's, but this is haphazard engagement. Jaycee understands that Anahera's motivation is low to change, however, she keeps turning up to see her when she can. They are able to engage and share kai together over a couple of weeks. Jaycee begins to gain understanding and insight into Anahera and her world. They build a pretty good rapport and Anahera feels like she can trust Jaycee with some of the stuff that goes on in her life.

Hint: You may wish to refer to Clause 17 (on page 37) in the Code of Ethics to help you respond.

Identify the issue(s) affecting the young person

Anahera's drinking, low self-esteem and lack of sense of belonging, as well as her chronic asthma and eczema.

Explain why an **intervention** might be necessary or desirable.

An intervention would be desirable as Anahera's drinking is affecting her *hauora* and her ability to engage in other aspects of her life, including schooling/employment or any other pro-social activities.

The aim/goal of the intervention would be for Anahera to recognise that she has a problem, that she needs and wants help and then for them to make a plan on how to go about getting the right support for her

How would the youth worker go about it? Give examples.

Jaycee would continue to meet with Anahera and engage how she has been doing – through spending time together, having a kai, showing *manaaki* and being genuinely inquisitive. She could ask some questions like: How are you feeling today?

What did you get up to yesterday?

See if she offers information relating to drinking with her friends. If she does then Jaycee can have a non-judgemental conversation about drinking, such as:

What do you guys drink when you get together? What do you do when you drink? How does it make you feel?

What's the positives for you for drinking? Is there anything negative/dumb about drinking?

Do you get hangovers? What do they look like for you?

Has there ever been a time when your drinking or after-effects of drinking (hangovers) got in the way of you doing something you really want to do?

Additional information is provided here as further reference material for the marker:

Potential barriers to best outcomes and how to mitigate the impact of each barrier:

- Potential barrier 1: Anahera is not willing to engage or can't be located. Jaycee could mitigate this by making sure Anahera is comfortable (food, music, seating) and in a safe space (maybe neutral place could even be in the car). Anahera may want a support person with her – this could be a peer or whānau member. Jaycee could ask Anahera where she would like to talk, and explain that she has something important to talk to her about. If she can't be located, Jaycee should keep trying – perseverance shows that you care.
- Potential barrier 2: Anahera is under the influence of alcohol, or hungover. Jaycee can still meet with her but will have to explain that what she had planned to talk about can wait, to be rescheduled to a time when Anahera is sober.
- Potential barrier 3: Anahera walks out or gets upset with what Jaycee saying. Firstly, Jaycee should make sure that Anahera is comfortable and that her basic needs are met (e.g. food, water, safety), as this should reduce the risk of her being unable to manage her emotions.
- Potential barrier 4: Anahera disagrees with everything Jaycee says and doesn't believe that she needs to change or that Jaycee needs to intervene. As the youth worker, Jaycee needs to tread carefully and continue to tell Anahera that she cares for her and that she will be there for Anahera when and if she decides that she wants help. It is also helpful for Jaycee to have a frank conversation if possible about managing her relationship with Anahera going forward. This may mean laying down some guidelines so that Anahera knows that Jaycee can't work with her when Anahera is under the influence and will need to be sober in order to engage with Jaycee's service – this may be the external stimuli that Anahera needs in order to reflect on how her choices are limiting her opportunities

Question 3

Read the scenario and answer the questions.

You were first introduced to Peter in Module 2, Assessment 1.2, Task 1.

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 been previously 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.

How are things with Peter now?

Peter has been working with Josh, the youth worker from the community centre, for a few months now. Josh helped Peter get enrolled in the local high school and the two of them get along pretty good. Peter still hangs out after dark and shoots hoops with some of the older guys. Josh tries to encourage Peter to go home but he is getting more and more reluctant lately. Josh has noticed that Peter has become more aggressive with others including his peers. He seems to be easily irritated and angered.

A report comes through to Josh's boss at the community centre that some youth (one that fits Peter's description) have been standing over other neighbourhood youth for their gears (shoes, clothes or money). When the youth have refused to hand over stuff, they've been beaten up. One parent reported that her son came home with no shoes and a black eye.

Josh's boss tells him about these reports and Josh has a chat with Peter the next time he sees him. Josh lets Peter know that he's noticed lately he doesn't seem to want to go home at night and asks him if everything's OK. Peter goes quiet and lowers his head. Josh gives him some space and time. Peter then tells Josh that his Mum got a new boyfriend who's a real dickhead. Steve, the new boyfriend, orders Peter around and treats him and his siblings like his servants. Peter is sick of it. Initially he stayed home to make sure his siblings were OK, but this got too much and he and Steve ended up having a physical fight. So now he just tries to stay away.

Josh asks Peter how he's been dealing with his feelings. Peter shows Josh his knuckles which are bruised and cut – Peter tells Josh how he's been doing stand-overs with a couple of the other boys. He also discloses to Josh that he's been punching stuff out of frustration at his Mum for having a new boyfriend and forgetting about his Dad who's in prison. Sometimes Peter says he gets really sad about his Dad and then his sadness turns to anger. He said that he made a couple of holes in his bedroom wardrobe, but that Mum hasn't found them yet.

Identify the issue(s) affecting the young person

Managing his emotions, specifically anger and feeling powerless. Another issue is communication with Mum about how he is feeling.

Explain why an **intervention** would be necessary or desirable.

A referral would be desirable before things get worse for Peter and/or he may cause further damage to other kids around him. If he continues in this manner, he is likely to be referred to Police and then may enter the Youth Justice pathway.

An appropriate service may be youth counselling (I Am Hope or referral through GP), family counselling for Peter and Mum, Child and Adolescent Mental Health (this service has various names depending on the DHB/area of the country), Man Alive Programme, Living Without Violence Programme, iwi/marae based support group for young men, parenting programme for Mum.

The aim/goal of the intervention would be to enable Peter to find some tools and strategies to deal with his emotions. Also to give Mum some tools on how to communicate with her son and vice versa

How would the youth worker go about it? Give examples.

Josh should discuss this with his boss first and come up with a plan around how to have the conversation. The community centre boss can come to support the youth worker, but they also need to ensure that Peter and Mum feel support and that Mum isn't just thinking she's about to be judged on her parenting. Josh should talk with Peter and Mum first and get them onboard.

- Meet with Mum prior and come at the issue from a place of care and wanting the best for her son, just as she would.
- Ask Mum if she would like a support person present as they need to have a hui and get everyone on board in order to get the right support for Peter.
- Meet with Peter and prepare him so that he feels supported, even get him to prepare something to say to his Mum about how he's feeling. Prep him about Josh's role to support him but also acknowledge the limitations of Josh's role and make the suggestion about some other really cool options that could help him out – counselling (group or individual) or programmes to give him tools.
- Stage the intervention – lay down some ground rules to make sure that everyone is comfortable and the space stays safe. This could include letting one person talk at a time or having a time out if things get too much.
- At the conclusion of the intervention, open the discussion up to how the youth worker can help them as a whānau? Focus on making them stronger together and wanting the best for them.
- Provide a range of options and talk through each of them, allowing time for them to ask questions. Get them to pick a service that is most appropriate for their needs.

Additional information is provided here as further reference material for the marker:

Potential barriers to best outcomes and how to mitigate the impact of each barrier:

- Potential barrier 1: Mum not being responsive to sitting down to discuss this. There is a need to be tactical – Josh and his boss should talk with Mum prior to having the discussion, try and make her as comfortable as possible and ask whether she would like a support person to attend (perhaps not Steve in this instance). This may be a conversation that Josh's boss needs to have with Mum.
- Potential barrier 2: Not gaining consent from Mum as guardian. Again, laying the groundwork would mitigate this, e.g. prepping Mum for the intervention discussion.
- Potential barrier 3: Peter not being willing to engage in the service or consent to meet them. Josh needs to *awhi* and support Peter along the way by framing things in a strengths-based way (perhaps drawing on Peter's Dad's situation and asking Peter what he wants for his future and for his kids, getting Peter to think about how he can be the best father for his future kids). Letting Peter know that if he learns ways to manage his emotions now, he will be building a better future for himself, his siblings (who look up to him) and his future partner/kids.
- Potential barrier 4: Non-engagement from both Mum and Peter. Josh can mitigate this by giving the whānau options as part of the intervention *kōrero*, making sure he has information from a range of services so that the whānau can choose the option(s) which they think is most appropriate. This helps to give them *mana* over decision making – especially as Josh is wanting Peter to get some help voluntarily before things get worse for him.

Task 4 – Workplace health and safety compliance

Question 1

Give a short answer to each question.

What is the Health and Safety at Work Act 2015? Summarise in 2–4 sentences (what it is, its purpose is and who it applies to).

The Health and Safety at Work Act 2015 (HSWA) is New Zealand’s primary workplace health and safety law. Under the Act everyone has rights to be safe at work or at a location similar to a worksite and responsibilities for managing and/or maintaining a safe workplace. The aim of the organisation Worksafe is for everyone who goes to work to come home healthy and safe. HSWA applies to everyone in a place where work is carried out – including the employer, workers, clients, any visitors on site – as well as to Worksafe, and the government.

Note: Answer may include other key points about the Act, such as: everyone has a role to play, everyone’s responsibilities must be clear (with easy access and training), focus on managing risk by those who create the risk, employers must engage with workers in risk management planning, risk management plans apply to individual worksites. Answer could also refer to an organisation’s primary duty of care to anyone who could be put at risk by its work that would include visitors, customers, children, young people or the general public.

Note: Answer does not have to be too detailed, so long as it identifies HSWA as New Zealand’s primary workplace health and safety law, its purpose to maintain a high standard of workplace safety in New Zealand, and that it applies to everyone at a workplace – employers, workers, visitors, etc.

Give **four** examples from your own organisation or work experience of compliance under this Act.

Four examples of compliance from the student’s own organisation or work experience can include anything that would be an example of workplace compliance; the examples do not have to be specific to youth work. It could include things related to safety training, wearing PPE, completing paperwork, accident registers, signage, emergency procedures, vehicle safety checks, hazard boards, safety planning, hazard identification, safety procedures for activities, or physical safety protocols like safety guards on equipment, locked hazardous substances closet and accessible fire extinguishers.

Select **one** clause or subclause in the *Code of Ethics for Youth Work in Aotearoa New Zealand* that applies specifically to youth workers and their obligations under the Health and Safety at Work Act 2015.

Clause 20 ‘Haumarū | Safety’, and in particular subclause 20.3 that specifically references the Health and Safety at Work Act, or subclause 20.4 that states that risk management procedures are to be followed

Question 2

Read the scenario and answer the questions that follow.

Scenario A

You are a youth worker on an after-school programme. You decide to take a group of young people of mixed ability to the pools one afternoon.

One young man has a physical disability – limited ability on his left side. But he can float, knows his capabilities and likes to play in the shallows. Another young man has ADHD (attention deficit hyperactivity disorder) that he takes medication for every day. Some days he forgets his medication and must be reminded. If he hasn’t taken his medication, he needs one-on-one monitoring. Another young person, who identifies as female, is transitioning. She prefers to use female changing facilities, or unisex ones, if available.

Select **one** of the young people in this group with special needs. To participate safely in the activity, what are this young person's key needs?

Three young people in this group have special needs related to physical disability, mental health and rainbow youth. The specific needs are stated in the scenario. Example of a student answer might be something similar to the following:

The young person with a physical disability needs a safe space in the pool for him to float and access (relevant to his disability) to that part of the pool. This place also needs some privacy so he can feel comfortable playing "in the shallows". He may also need some limited supervision; and to find out from him or his carer if there is any special assistance he requires with changing or getting into the pool.

For **one** of the three young people in the scenario, at least two special needs are identified using details from the scenario and/or needs typical for youth with differing physical disabilities, youth with mental health or medical conditions, or rainbow youth.

Give **two** examples of things the young worker in this situation can do to protect this young person's health and safety.

Response can include any examples of things the youth worker in this scenario could be expected to do to protect the group's health and safety. Examples:

- Have the correct ratio of staff to youth (even though there will be lifeguards at the pool). The ratio is likely to be 1:4 for a group like this.
- Call ahead to check options for a gender-neutral changing room, or the safety of using female changing facilities for the young person in transition. Have someone available who can go into the changing facility to secure them a closed changing cubicle and provide security.

Two actions the youth worker in this scenario could take to protect the group's health and safety are identified – these may relate to specific needs of individuals described in the scenario or the group as a whole

Give **one** example of how the youth worker can apply subclause 20.3 or subclause 20.4 of the *Code of Ethics for Youth Work in Aotearoa New Zealand* to this situation.

Response should include example of applying subclause 20.3 or subclause 20.4 from *Code of Ethics for Youth Work in Aotearoa New Zealand*. Examples:

- Subclause 20.3: all staff are police vetted as specified under the Children's Act 2014.
- RAMs forms completed and everyone briefed on the needs of the group before the activity starts

One example of what it would mean for the youth worker in this scenario to apply subclause 20.3 or subclause 20.4. This would be anything that would in this scenario involve compliance under the Children's Act 2014, HSWA or risk management planning or protocols