

MARKING GUIDE

YOUTH DIVERSITY

Developing a Safe Space for our Youth

Level 4, Credits 4

Assessment Code: YTD Youth Diversity

INSTRUCTIONS FOR COMPLETING THE ASSESSMENT

TASKS: Complete a theory assessment about working with young people with diverse needs relevant to youth work in New Zealand.

Task 1: Read the case studies on diverse needs of young people and answer the questions.

Task 2: Listen to a conversation with a Pacific youth worker on the needs of Pacific youth in Aotearoa New Zealand and reflect on how this relates to your own practice

1. To gain competency in this assessment Tasks 1 and 2 must be completed correctly and fully as required by the marking criteria.
2. Evidence of journaling related to diverse youth needs (diversity) applied to youth work practice must be submitted along with the assessment tasks.
3. The assessment must be the student's own work.
4. Resits are available. Refer to student handbook for assessment and resit policies.

New Zealand Certificate in Youth Work – Level 4		
Course 2 Assessment 2.3		
Graduate Profile outcome	Learning Outcome	Assessment
<p>GPO 2: Mentor and support young people to recognise and develop their potential.</p> <p>GPO 3: Apply a strength-based approach to lead positive youth development project in the community.</p>	<p>LO 2.3 Determine the diverse needs of different youth clients relevant to youth work.</p> <p>(4 Credits)</p>	<p>Assessment 2.3 Answer questions on the diverse needs of young people and the different issues they face. Listen to a conversation between youth workers and reflect on the needs of Pacific youth.</p> <p>LO 2.3 4 credits</p>

Sample answers are in orange

Marking guidelines are in red

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Task 1 – Diverse needs of young people

Question 1

Read the scenario and answer the questions.

Scenario A

You are a youth worker at the local community drop-in centre. A group of college students (mainly young women and one young man) come in frequently after school to be part of the homework club. While at homework club, the group often gets distracted and goes off-topic talking about the latest trends on social media and their latest crushes.

You spark up a conversation with the young man, Derek, who confides in you that he is gay. He tells you that at school everyone is really accepting of him, except for a couple of older boys who sometimes call him names, but he is used to it now and it does not bother him. This is why he mostly hangs out with the girls. Derek has not yet told his family he is gay, except for his sister, who is at the same school as him. He fears his parents will not accept him as they are strict Christians.

- A. While Derek has many of the same needs as other young men his age, what are **two** additional issues or needs that Derek faces?

Additional issues or needs Derek deals with could include:

- fear of coming out to family and potential parental rejection or non-acceptance
- coming out in social situations and Derek's gay identity; note that he has to disclose his sexuality to the youth worker
- mild bullying at school from some older male students and difficulty fitting in with other male peers (related to homophobia and social rejection)
- anti-LGBTQ religious community he is a part of and the implications of coming out
- other needs related to being a young gay man, as would be expected for the scenario described.

Responses are consistent with the information provided in the story and the needs of LGBTQ youth; common needs relate to:

- forming and feeling comfortable with one's identity
- being free from discrimination and/or harassment
- access to support groups and youth development programmes.

There is a minimum of **two** issues/needs relating to Derek's identity, social acceptance (family, community, peers, society, etc.) and/or coming out.

- B. What do you think Derek needs from you as the youth worker in this situation?

Things Derek is likely to need from the Youth Worker in this scenario could include:

- acceptance and not treating him differently to others at the homework club
- someone to listen to him when he needs to talk
- respecting his confidences and keeping his personal information confidential
- support coming out to his parents if and when Derek feels he is ready – this could include having a 'safety net' plan for if things do not go well
- help to locate or access potential resources and support services for LGBTQ youth.

C. Briefly explain how **one** clause in the Code of Ethics for Youth Work in Aotearoa New Zealand relates to your work with Derek.

Derek's situation could relate to several different clauses in the *Code of Ethics for Youth Work in Aotearoa New Zealand*. The response may identify any clause in the Code of Ethics provided its relevance to Derek's situation can be explained and is supported by information stated or implied in the story.

For example, Clause 12 'Mana Taurite | Equity' could apply. As his youth worker, I must treat Derek in a way that is equitable and inclusive. Neither the homework club or I can act in a way that rejects, excludes or treats him differently to other young people in the group. If necessary, I should be prepared to support Derek and advocate for him if there are any attitudes, beliefs, practices, etc. that discriminate against him. This could come from other young people, workers or the way the organisation runs. Support and advocacy may include school, family or church if it is appropriate to do so. It would be against the law for me under the Human Rights Act 1993 to discriminate against Derek for any reason including his sexuality.

Alternatively, Clause 15 'Matatapu | Confidentiality' could apply. Derek must be able to trust our Youth Work relationship. Derek must know that he can confide in me with confidence. However, I do need to explain to Derek the boundaries of confidentiality – for example, if he comes out to his parents and this puts him into an unsafe situation, or if the situation with the other boys at school escalates beyond name calling. I commit to not pass on anything Derek tells me in confidence without his permission.

One clause in the *Code of Ethics for Youth Work in Aotearoa New Zealand* is identified and explained in terms of how it applies to the youth worker in Derek's story; this explanation is supported by information provided within the story or that can be logically implied

Choose **one** of the six principles of the Youth Development Strategy Aotearoa (2002) and relate it to Derek's situation.

As a reminder, the **six** principles are that youth development:

- is shaped by the big picture
- is about young people being connected
- is based on a consistent strength-based approach
- happens through quality relationships
- is triggered when young people fully participate
- needs good information.

Answer the question for the principle you selected.

Any **one** of the six principles may be selected provided it can be related to Derek's story without contradiction of information in the story. An example response could be similar to the following

Principle: Youth development is about young people being connected. Derek needs positive connections in many social environments where he feels welcomed, valued and loved. Derek has positive connections and acceptance with peers at school. He has friends. He comes to the homework club after school where he connects with one of the youth workers enough to disclose his sexuality. Derek does face some rejection and even hostility from other young males at school, but this does not seem to concern him too much as he has acceptance and friendship with girls his age.

The main social area where Derek struggles is with his family. Fortunately, he does have the support of his sister in what might otherwise be a very isolating place. He fears rejection and possibly worse from his parents and his church community. If Derek comes out his fears may be realised but he will have the support of his peers and the youth worker at the homework club. The homework club and school in this scenario could provide emotional and

practical support for Derek. They could also help put him directly in contact with resources and support for LGBTQ youth. This enables him to continue to connect with more social environments that are positive and affirming. They may even be able to help him through the coming out process and build better connections with his parents

One principle from the Youth Development Strategy Aotearoa 2002 is identified and related to Derek's story; the answer includes at least one key aspect of the principle and its relevance to Derek's development is explained and supported by details stated or implied in the provided story.

Question 2

Read the scenario and answer the questions.

Scenario B

You are a YWIS (Youth Worker in Secondary Schools) running the Check and Connect programme in a large South Auckland High School.

Maria, one of the students, is referred to you. She is very shy, and English is her second language. It is her first year at Southside High School. At your first meeting with her, you learn she has only been in New Zealand for one year. She lives with her Aunt and Uncle in Ōtāhuhu because her parents are still living in Colombia.

Maria was referred to you because her attendance is low (she only makes it to school about 3 out of 5 days each week) and because when she is at school, she seems distracted in class. Maria's teacher referred her to the Check and Connect programme and the SENCO department, who have given her a teacher aide. Maria gets along well with her teacher aide, who tells you that Maria disclosed why she stays at home on Mondays and Fridays. She must look after her cousins aged 2 and 4 years old because her Aunt and Uncle have to work the same shifts those days.

A. Identify **two** needs Maria has as a new migrant and describe how they impact her.

As a newly arrived migrant, Maria's needs could include:

- the language barrier: because English is Maria's second language, she may find it difficult to communicate with her peers or to understand what is going on at school
- cultural differences may make it difficult for Maria to understand what is expected of her, along with misunderstanding or miscommunication; the language barrier makes it even more difficult
- identity struggles: Maria has to navigate two different ways of being in the world; she has to fit in at home and at school (or the wider New Zealand society) where different expectations and value systems may conflict
- shyness and being distracted in class may be the result language and cultural barriers or struggles with identity. Maria may stay quiet because she does not understand what is happening, which can further erode her self-confidence or self-esteem
- homesickness, missing parents, feeling lonely and disconnected – without support to deal with her emotions she may slip further behind, become more isolated and develop a more negative self-image
- Family financial pressures are common to many new migrants (unless they are well off). The family's financial survival may be a more immediate priority than Maria's education. Maria contributes by babysitting so her aunt and uncle can work outside the home
- While not explicit in the story new migrants often face subtle or overt forms of racism and discrimination. Their values and accomplishments may not be valued or recognised by the New Zealand education system or wider society, which can lead to feelings of isolation or lower self-esteem in young people.
- extra pressure and mental distress due to the intensity of living as a foreigner in an unfamiliar language, culture and society.

A minimum of two needs identified that relate to Maria's situation as a new migrant and the response includes a description of the impact these are having on her or her situation

B. What support does (or could) a youth worker, the Check and Connect programme or the school provide to meet **one** of the needs you identified?

Response may include any action that could be taken to provide Maria with additional support. The identified need may be met by the school, the programme and/or the individual youth worker. For example, the school has a referral process for teachers to identify students like Maria who may be falling between the cracks. Maria is quiet and not causing problems so could be easily overlooked but tracking her attendance and lack of participation in class enables her to get extra support through a teacher aide

A minimum of one option the youth worker, programme or school could or does take to support Maria is identified

C. Youth development is triggered when young people fully participate. What are **two** things that can make full participation difficult for youth who are new migrants or refugees?

Response may include any aspects of being a new migrant or refugee that can act as a barrier to young people fully participating in society, education, peer groups, etc. For example, English as a second language can make it difficult for young people to keep up at school, to communicate with peers, teachers, and others. Like Maria, new migrant youth may retreat into themselves and lose confidence. They stay quiet and are reluctant to speak up and articulate their needs. In class, they may be viewed negatively because they do not get involved or exhibit interest. They may be seen as less capable due to difficulty with language and an unfamiliar education system rather than actual ability. They may find it difficult to make friends, which only increases feelings of isolation, anxiety, or foreignness.

Two aspects of being a migrant or refugee youth that can make full participation difficult are identified and described

D. Youth development is based on a consistent strength-based approach. Give **one** example of how Maria is likely to benefit from a strength-based approach.

Response may include any example of how a consistent strength-based approach is likely to benefit Maria's development. For example, in this story Maria's shyness, lack of class participation and poor attendance should not define her. The teacher aide and youth worker have already started to explore the underlying causes of Maria's problems. They can reframe her issue with attendance. Rather than Maria and her family being a problem or not caring about her education, their financial situation can be acknowledged and understood as the survival tactic it most likely is. Rather than labelling Maria as a truant, her commitment to her family and stepping up to take responsibility for her young cousins is admirable. Maybe the school can look at ways to support Maria to do extra schoolwork at home, or work with the family to see if they have access to family support from the government like childcare, financial aid or other options in the community.

One example of how a strength-based approach could benefit Maria is described

Choose **one** of the six principles of the Youth Development Strategy Aotearoa (2002) and relate it to Maria's situation.

As a reminder, the **six** principles are that youth development:

- is shaped by the big picture
- is about young people being connected
- is based on a consistent strength-based approach
- happens through quality relationships
- is triggered when young people fully participate
- needs good information.

Answer the question for the principle you selected.

Any **one** of the six principles may be selected provided it can be related to Maria's story without contradiction of information in the story. An example response is provided in Task 1 Question 1. For Maria's story, one relevant principle is the **need for good information**. As mentioned above, at first

glance Maria may have appeared to be skipping school without a sufficient reason. However, with the clarity provided through good information about her family's situation, more options for support start to open up. With Maria's permission, the youth worker may help facilitate the sharing of Maria's story with her teachers, to increase the amount of people who are actively engaged in supporting Maria. To further assess Maria's family situation and requirements for support, the youth worker may also wish to contact an interpreter to meet with Maria (and possibly her aunt and uncle as well) to have a meeting and conversation in which Maria is encouraged to speak in her first language to express further nuance and detail of her experiences and her goals. The interpreter may also be able to help Maria's family to connect with other migrant families from Colombia who are further along in their journey of settlement into Aotearoa New Zealand, and who may have advice about navigating financial support from the government (and access to funded childcare for the 4 year old cousin) or additional support from other community services. The flow of good information can be facilitated in a back and forth manner between Maria, the youth worker, her teachers, Maria's family, and other people who can provide support or assistance targeted to Maria's specific needs.

One principle from the Youth Development Strategy Aotearoa 2002 is identified and related to Maria's story; the answer includes at least one key aspect of the principle and its relevance to Maria's development is explained and supported by details stated or implied in the provided story.

Question 3

Read the scenario and answer the questions.

Scenario C

You are a youth coach for the local Youth Services team in your area. Part of your role is to administer youth payments for young people who are not living at home and are not supported by whānau. Dave, a 16-year-old Māori male, gets referred to you. His parents kicked him out of home and he has been living with his girlfriend. You make contact with Dave and set up a time to meet him. He fails to turn up to this first appointment. You call him, but the number is disconnected. You send Dave an email to which he fortunately replies about a week later. He apologises for not making the appointment. He tells you his girlfriend found out she is pregnant. Dave is freaking out. You set up a time to meet with Dave the following week. He misses the appointment again, but you keep trying to contact him. He eventually gets in touch and explains. He has been spinning out about becoming a father and what he wants for his unborn son or daughter. Dave is starting to think about his own future and how he can be the best partner and father.

Answer the questions for the principle you selected.

- A. Dave and his girlfriend have needs other young people may not face, or at least not to the same extent. What are **two** key issues Dave faces as a young parent in terms of support and/or his future?

Key issues for young parents could include:

- support from the community and whānau/family – Dave was kicked out by his parents, so may explore who else in the community or whānau could provide support for him and his young family
- support specific to young parents that Dave could access with his girlfriend or for himself as a new father – these can include parenting education and shared emotional support groups
- financial support, because babies are expensive; Dave's youth worker may be able to help with this in their role as administer of youth payments or help him to access other financial or practical support provided by government agencies or private charities

- opportunities for continued education, employment or personal development; Dave and his girlfriend need flexible options for education and employment that enable them to take care of their child while working and/or studying
- higher education options, which lead to improved life and work outcomes for both the young parents and their child; Dave still needs to have the opportunity to pursue his dreams and build a good life for himself and his young family.

Minimum of **two** needs/issues related to Dave's situation as a young parent (immediate needs or future opportunities) are identified.

B. As a young Māori male, what might be **one** issue or need Dave faces? And how might you as his youth worker approach this?

Dave's needs as a young Māori male could include his connection to his wider whānau, hapū or iwi, culture and language. He needs to be interacted with and supported in ways that are culturally appropriate and acknowledge any struggles he may have. How the youth worker approaches this will depend on who they are as Māori or non-Māori. For example, you may explore with Dave who his wider connections are and if they may be able to provide the support that his parents do not. Dave may prefer the option of working with a Māori youth worker or get further support from a young parent support service that works with rangatahi using a Kaupapa Māori approach.

Minimum of **one** need/issue Dave may have due to being rangatahi Māori is identified, along with how a youth worker might approach Dave in this situation.

C. Identify and explain **one** thing you, as his youth worker, could do to help Dave.

The response may include an explanation of any action a youth worker could take to help Dave that makes sense for the story. This may relate to him as rangatahi Māori, a young parent, homeless or any other aspect of being a young man in Aotearoa New Zealand. For example, the response could explain how the youth worker goes about getting financial help for Dave; or focus on how they interact with or listen to Dave; or how to help him access suitable parenting classes; or help him plan how he can continue his education; or support him to approach his school to see what options he has, etc.

One action a youth worker could take to help Dave is identified and explained.

Choose **one** of the six principles of the Youth Development Strategy Aotearoa (2002) and relate it to Dave's situation.

As a reminder, the **six** principles are that youth development:

- is shaped by the big picture
- is about young people being connected
- is based on a consistent strength-based approach
- happens through quality relationships
- is triggered when young people fully participate
- needs good information.

Answer the question for the principle you selected.

The response may relate to any **one** of the six principles provided it relates to Dave's story and does not contradict details provided. An example response is provided in Task 1 Question 1. For Dave's story, one possible option could be to relate his situation to **the principle of the consistent strength-based approach**.

Here the focus would be on Dave's positive attitude to his new-father status and wanting to step up and take responsibility for the future of his young family. The youth worker could focus on helping him to explore his options and problem-solve how he can plan for his future. The youth worker can also focus on Dave's resourcefulness and staying in contact when he could. Rather than focus on Dave's situation and behaviour as a problem for himself or for society, instead work with him to find strategies for positive outcomes. This is an opportunity for Dave to set goals, learn new skills, and find direction and purpose in life. Even small things like how to communicate with the youth worker and plan what to do if he cannot make an appointment are important life skills.

One principle from the Youth Development Strategy Aotearoa 2002 is identified and related to Dave's story; response includes at least one key aspect of the principle and its relevance to Dave is explained and supported by details stated or implied in the provided story.

Task 2 – Reflect on the needs of Pacific youth

The purpose of this task is to learn more about needs of Pacific youth living in Aotearoa New Zealand and reflect on what this could mean for your own practice working with youth.

Listen to the conversation with a Pacific youth worker on the needs of Pacific youth. Click on the audio file listed on your assessment page under 'Assessment Files' to download and listen. Alternatively, you can read the transcript of the conversation by downloading the PDF file under 'Assessment Files'.

Reflection

Write a **one-page** reflection on what you learned from this conversation about the needs of Pacific youth, and the implications of this for your work with youth. You may choose to complete and submit this reflection as a separate Word document if you wish.

Your reflection should include:

- **three** key things you should be aware of as someone in your role when working with Pacific youth
- **one** way you could apply something you learned from this conversation to your own practice or professional development
- **one** thing from this conversation that you found especially interesting and would like to learn more about.

Here are some general examples of aspects the reflection may cover:

- Pacific youth covers a wide range of cultures and languages in Aotearoa New Zealand. Also, many young people have multiple heritages (Pacific and non-Pacific). Young people may be immigrants themselves or their families may have been in New Zealand for generations. Young people may have stronger or weaker ties back to specific island nations. For example, they may regularly travel back to the Islands, or it could be that they or even their parents have never been.
- While Pacific peoples' cultures have things in common, they are also distinct from each other. Pacific cultures can have important differences with mainstream New Zealand culture. Young people may have to regularly navigate conflicting cultural values.
- The essential integrated role of culture, family and community (often centred on a church community) has a major impact in shaping the lives of many Pacific youth. This provides young people with community and identity, but may also bring them into conflict with some aspects of mainstream New Zealand society.

- Pacific youth can face several challenges common to other migrant groups, especially for those newly arrived, first or second generation. They may find institutions like schools or the justice system alienating. They can experience discrimination and racism. Their achievements and cultural values may not be accepted or appreciated by the mainstream society.

Reflection on the provided conversation with a Pacific youth worker that includes the following at a minimum:

- **three** key things a youth worker in the role the student has should be aware of when working with Pacific youth
- **one** potential change or improvement in youth work practice or a youth worker's professional development
- **one** aspect of personal interest from the conversation
- Part of the reflection should be on at least **one** way the student could apply what they learned from the conversation to their own practice or professional development

Reflection relates to youth work and the needs of Pacific youth within the context of working with youth in Aotearoa New Zealand.

Reflection on the conversation is approximately **one-page** in length.

Journal Entry 2

At the end of the topic on Youth Diversity in the online course, you were prompted to write about working with young people with diverse needs relevant to youth work in New Zealand.

Specifically, you should have written a personal reflection on this question: How do my own personal and/or professional experiences with diversity impact my role as a youth worker in my current position?

These questions were provided to prompt your thinking:

- How would you define the term 'diversity'? How do your own experiences influence your perspective on diversity?
- What does 'youth diversity' mean in the context of the young people you work with? How important is it for you to have an awareness of this diversity?
- How similar or different are the needs of the different young people you work with? How do their needs vary from those of their peers around the country? What accounts for these similarities and differences?
- How well do you think you understand the diverse needs of the young people you work with? What could you do to learn more?

You do not have to submit your actual journal writing (unless you want to). However, you are required to submit evidence of journaling along with this assessment. To meet this requirement, you must submit at least a half-page reflection on what you wrote, or an extract from your entry, for Journal Entry 2.

Important: You will not be assessed on the content of what you write, as it is personal to you and your own journey. But you must submit evidence of journaling with this assessment.

Student submits a personal reflection from or based on their journaling on their own personal relationship to diversity and how it relates to their professional role working with young people. Submission should be approximately half a page or longer.

Note: At the end of the programme, students will need to collate, reflect on and submit an assessment based on their journaling throughout the programme. Each Course/Module will have a requirement to provide evidence that this journaling is occurring.