

MARKING GUIDE

YOUTH, IDENTITY, CULTURE

Developing Positive Connections

Level 4, Credits 2

Assessment Code: YTD Identity & Culture

INSTRUCTIONS FOR COMPLETING THE ASSESSMENT

TASK: Complete a theory assessment about the importance of identity and culture when working with young people in a mentoring and support context.

Journal Entry 1 – Submit evidence of journaling related to exploring your own identity, culture, and values for a better understanding of who you are.

Task 1 – Reflect on and answer questions about a conversation you have with one of the young people you work with in a mentoring or support context.

1. Evidence of journaling related to exploring your own identity, culture and values must be submitted along with the assessment
2. To gain competency in this assessment Task 1 must be completed correctly and fully as required by the marking criteria.
3. The assessment must be your own work.
4. Resits are available. Refer to student handbook for assessment and resit policies.

New Zealand Certificate in Youth Work – Level 4		
Course 3 Assessment 3.2		
Graduate Profile Outcome	Learning Outcome	Assessment
GPO 2: Mentor and support young people to recognise and develop their potential.	LO 3.2 Explain the importance of identity and culture when working with young people in a mentoring and support context. (2 credits)	Assessment 3.2 Create a presentation on why identity, culture and values are important to you and/or your family/whānau. You can share/illustrate your whakapapa as part of the presentation. Include items or examples to support your views. LO 3.2 2 credits

Model answers are in orange

Judgement guidelines are in red

Journal Entry 1

At the end of the first topic, 'Who am I?' in the online course, you were prompted to write about how awareness of your own identity, culture and values helps you to better understand who you are.

Specifically, you should have written a personal reflection on this question: Exploring my identity, culture and values, whakapapa or family history helps me better understand who I am – how I think, feel and behave. **Who am I?**

These questions were provided to prompt your thinking:

- How do you define your identity? What do you see as the most important factors contributing to your identity?
- What is your culture or cultures? How important is culture to your identity? Which cultural influences have the most impact on you?
- How does your cultural or family background influence your own personal values system?
- How does your whakapapa or family history influence your identity and who you (and your family) are today?

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 1.

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.

Evidence of journaling on the topic.

Student submits a personal reflection from or based on their journaling on in response to the personal reflection statement/questions.

Submission should be approximately half a page or longer

Task 1 – Reflect on a conversation with a young person you work with

Question 1

In the topic on identity and culture in the online course, you were introduced to the [Mai World Child and Youth Voices Report](#)¹.

This report included **five** key insights from young people who were positively engaged with their culture. These insights (adapted from the report) form the basis of this task.

Insight Statements

1. My culture is a big part of who I am. I wish I knew more about it.
2. [Name of organisation or institution you work for and/or your own name] supports me to have pride in my culture. I wish they would do more.
3. I can celebrate and express my culture most at home.
4. My family connects me most with my culture.
5. My culture is not well understood by the general public

Task instructions

1. Ask **one** young person you have worked with or are working with in a context that provides them with mentoring and/or support to help you with this task. That is, a young person whom you have already developed a relationship with. They trust and are comfortable with you.
2. Show them a copy of the **Insight Statements**. If you are unsure about any of the insights, you can go back to the report.
3. Ask the young person to respond to these statements. They do not need to respond to them all. They may select the ones they want to talk about.
4. Reflect on your conversation with this young person and answer **four** questions with a minimum of **150 words** for each question. These questions are on the next page.

Note: If the young person is not sure what is meant by culture (identity, culture, values) you may need to briefly explain using examples from yourself or your family. You may need to ask prompt questions or give examples from yourself or your own family if they struggle to understand the task.

Support your answers with stories, examples or insights from your conversation with the young person and/or your own experience.

There are no right or wrong answers to these questions because they are based on the subjective perspectives of yourself and one young person you work with. The aim is to demonstrate awareness and understanding of the role identity and culture can play in your work with youth, its significance for their positive development and how it impacts your relationship.

Answer **four** of these questions. Each response should be a minimum of **150 words**.

Students select **four** of the six questions and writes responses based on the conversation they had with the young person they work with.

Responses will depend on who the young person is. here are some of the possible points that might be included in the responses; however, it is not an exhaustive list.

In the student responses, the discussion should relate directly to the experiences of the young person they spoke with. Examples of key points that may be included in student responses to each question are provided below:

1. What role does culture play in this young person’s sense of who they are and where they belong?

Being part of a cultural community can help to provide the young person with an identity (this is who I am; I belong here) and sense of belonging and security. They have a place in a community. Cultural identity can also provide access to social networks that provide material and emotional support, shared values, outlooks and purpose, or even direction and aspiration. Examples of this could include young people who thrive through participation in group community activities or through links with family heritage. Or, a young person whose sense of who they are and where they belong comes from a particular cultural identity, which gives them confidence and a strong sense of self. However, cultural identity can also leave young people feeling excluded and that they do not belong (outside of their cultural community). In the face of this mainstream social rejection or erasure young people may develop conflicted feelings about their cultural identity. They may even start to feel shame or that they have to hide key aspects of who they are to, in order to be accepted or to fit in. Examples could include young people from minority communities who are shamed for speaking their own language, or whose viewpoints or needs are dismissed as unimportant, or who may have formal or informal restrictions on how they dress, talk or present themselves.

2. What role does culture play in how this young person relates to other people?

Culture can play a significant role in how a young person relates to others. It can influence how they relate to authority figures, those older or younger than them, family, strangers and others. Cultural values can influence how expressions of emotions in others or ways of speaking are interpreted. Culture can have a strong influence on levels of trust between different people. This can play a role in how well young people get on in school or at work. For example, teachers may reward students whose expressions and ways of communicating are viewed from their cultural point-of-view as positive. This can have implications for students with different cultural upbringings. A common example is making or not making eye contact, which may be interpreted very differently in different cultural contexts. Cultural values also influence a person’s hopes and aspirations for the future. These may be a combination of individualistic or more collectivist goals depending on the young person’s family and cultural background. As an example, conversations with parents and grandparents about education and employment may play a very significant role in the young person’s decisions.

3. How does this young person's cultural identity impact their overall wellbeing and/or ability to deal with life?

Cultural identity can also have a significant impact on wellbeing and resilience. It is well established that a strong cultural identity is linked to positive outcomes in health, education and standard of living. When young people are supported to explore, express and celebrate their culture it helps to develop positive behaviours and aspirations. When young people are made to suppress or to feel shame about their cultural identity and practices it can have serious negative impacts on mental health. Exclusion can become part of their identity. Positive examples could include young people whose participation in cultural events help them to develop leadership, communication, confidence, or organisational skills that transfer to other areas of their lives. Teaching others, artistic expression, personal development, building positive relationships in ways that supports their cultural identity and respects their values can help them to achieve and thrive (these are protective factors). And when life does throw up challenges and difficulties, they will have established the emotional and social resources, personal and life skills necessary to deal with them better.

4. What is something you learned from this conversation about the role of culture and identity? And how might this influence your work with young people? Or this young person in particular?

For this question, the student could reflect on anything they have learned about the role of culture and identity. It could be something specific to the young person's culture (if from a different cultural background) that they did not know before, that will make them more aware or have a better understanding of what is going on. The conversation may have provided insight into challenges the student or the young person was having with interactions and communication. The reflection could be on something that gave the student greater insight into themselves and how they work with or interact with others. It could be something that challenges their assumptions about a culture, community, or youth in general. It could even be something they learn about the young person that helps them to appreciate them in new ways or to see capabilities in them they may not have noticed before. The student needs to relate this learning to their practice either with the specific young person they are working with or other young people in general.

5. Think back to what you wrote in Journal Entry 1. What influence does your identity and cultural background have on how you approach working with this young person?

In Journal Entry 1, the student reflected on their own identity and culture and how it influenced who they are and their sense of self. The student identifies aspects of their own identity, culture and values that influence how they interact with and work with the young person they talked with. The conversation may have highlighted aspects of similarity or difference they may not have been aware of. Similarities enable them to establish connection, understanding and trust more quickly. Awareness of differences can also promote understanding or changes in how the student communicates or behaves. It may also help them to ask different questions or identify others who may be able to provide support. The student may focus on awareness of how particular aspects of how they approach the young person, communicate with them or behave around them, or even locations or who else is around are influencing the youth work or mentoring relationship in positive or negative ways.

6. Think about what you learned from this conversation, your own experiences, and the online course. Why are culture and identity important in youth work?

For this final option, the student may refer to the role culture and identity play in working with this particular young person or the work they do more generally. They are likely to refer to the positive outcomes for young people who are encouraged to explore, express, and celebrate their culture and identity. The student may discuss institutions, organisations, and youth work relationships that allow young people to be who they are and to learn more about themselves and others. They may also talk about the way prejudice, stereotypes, erasure, disrespect or silencing of cultural expression or identity can make it difficult to practice youth work in ways that are effective or beneficial. Youth work practice that does not acknowledge culture and identity in a positive way is culturally unsafe and can compound risk factors. The student may use examples from their experience or the conversation with the young person to support the points they are making about the important role culture and identity play in youth work.

To be assessed as competent the student must answer **four** of six questions with responses that meet the following criteria:

- responses address the questions asked
- minimum of **150 words** per response to each question
- supported by examples, stories and insights from **one** young person and youth worker (as applies) in the context of culture and identity in Aotearoa New Zealand.