



# MARKING GUIDE

## LIFE SKILLS ACTIVITY

Developing Our Approach

Level 4, Credits 6

**Assessment Code: YTD Apply Strategies**

### INSTRUCTIONS FOR COMPLETING THE ASSESSMENT

**TASKS:** Complete a theory and practical assessment on applying life skills development within a mentoring or support relationship with young people. This includes cultural competency for working with Māori rangatahi and/or Pacific youth.

**Task 1:** Design an activity to help mentor, support or facilitate young people in the development of life skills (minimum of two life skills).

**Task 2:** Carry out an activity or session with participants in the context of life skills development.

**Task 3:** Carry out a life skills activity or session based on a group’s cultural needs.

1. To gain competency in this assessment Tasks 1, 2 and 3 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.

Name of student: \_\_\_\_\_ Class: \_\_\_\_\_

Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

COMPETENCY	TASK	C/NYC	Date	C/NYC	Date	C/NYC	Date
<b>Activity design</b>	ONE						
Activity implementation	TWO						
<b>Cultural inclusion</b>	THREE						
Assessor’s initials:							
ENTERED IN SMS							

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New Zealand Certificate in Youth Work – Level 4		
Course 4 Assessment 4.4 and 4.5		
Graduate Profile outcome	Learning Outcome	Assessment
<p>GPO 2: Mentor and support young people to recognise and develop their potential.</p> <p>GPO 5: Apply an understanding of Te Tiriti o Waitangi to uphold and honour the history of Māori as tangata whenua.</p>	<p><b>LO 4.4</b> Apply strategies within a mentoring or support relationship to help young people to develop personal and social skills. <b>(3 credits)</b></p> <p><b>LO 4.5</b> Apply strategies within a Māori and Pasifika youth development environment that deliver culturally appropriate services. <b>(3 credits)</b></p>	<p><b>Assessment 4.4</b> Create and implement an activity to include at least 2 strategies to help young people with life skills. LO 4.4 3 credits</p> <p><b>Assessment 4.5</b> Create and implement an activity to include at least 2 strategies to help young people with life skills. As part of your strengths-based activity/event, include strategies for working with Māori and Pasifika youth. Highlight the strategies you are using and explain why they are important for Māori and Pasifika youth. LO 4.5 3 credits</p>

## Task 1 – Activity Plan

### Question 1

Design **one** activity or session to use with a young person or group of young people you work with; its purpose is to help develop social emotional learning as they acquire what we call life skills.

1. Select a minimum of **two** life skills and design one activity or session that helps to develop these skills.
  - You may select an activity or session you are already using with young people that includes these skills. This could be an excellent opportunity to review or look with fresh eyes at something you are already doing.
  - The life skills you select to focus on in the activity should relate to the needs of the participants and organisational requirements.

<b>Life skill one</b>	Click or tap here to enter text.
<b>Life skill two</b>	Click or tap here to enter text.

2. In the activity, you may include:
  - an introduction to a new skill or skills,
  - time to revise and practise skills,
  - building on or extension of an existing skill, or
  - a combination of these.

### Task instructions

Complete the Task 1 Activity Design Template at the end of this document with your activity design. If your organisation uses a similar template or session plan you may submit this instead, provided it includes similar information.

Student completes the Task 1 Activity Design Template, or similar. This includes:

- life skills included in the activity
- social emotional learning core competencies covered
- goals or outcomes for the activity
- intended participants
- timeline for the activity
- resources, location, facilitators, etc.

This is a competency-based assessment task. To be assessed as competent the student must design **one activity or session** whose design must include:

- minimum of **two** identified life skills as focus for development
- at least **one** identified social emotional learning core competency
- goals or outcomes related to the identified life skills development (at least one relevant outcome is identified)
- brief description of the activity – approximate timeline, intended participants, resources, location, how the young people participate (what they do) and what the facilitator(s) do as part of their role
- integration of best practice into the design (aspects of best practice should be obvious within the design)
- activity design **relevant** to:
  - goals or outcomes
  - intended participants
  - development of identified life skills.

Accept any activity design that at a minimum meets the criteria and is relevant to young people developing life skills in Aotearoa New Zealand.

## Task 2 – Activity Implementation

1. Implement or carry out the activity you designed for Task 1, Question 1 with the intended participants or group of participants and gather feedback from the participant(s).

You may ask them to complete:

- a post-activity survey form: adapt the one in this document, create your own or use one provided by your organisation
- a final group feedback activity in which participants provide written or verbal feedback, or
- one-on-one discussion interviews with participant(s) to get feedback.

As part of the feedback ask the participant(s) if, in their opinion, the goals for the session or activity were met.

2. Submit photos or video from the activity that do not identify the young participants. For example, you could show the set up before activity or the aftermath, you could have photos of a completed object or things the young people made or wrote during the activity. You may show young people participating provided they cannot be identified (maybe just their hands doing something). If it is completely inappropriate to provide photos or video, please ask a supervisor or manager to provide a statement that you carried out the activity you designed along with their contact details. Ensure they understand that the assessor may contact them, if needed, to confirm.

### Task instructions

1. Carry out the activity. Get immediate feedback from participants. Collect evidence you implemented the activity and got feedback.
2. Briefly, answer the questions below.

Question	Answer Guide
Based on your own observations and participant feedback: were you able to meet the intended goals or outcomes for the session or activity? Why, or why not?	Student implements or carries out <b>one</b> activity or session they designed for the Task2 Activity Design Template, or similar. They collect participant feedback and evidence of implementation in a format appropriate for their context.
What went well in this activity or session?	Evidence of implementation could include photos or video (see instructions above), photos or copies of written participant feedback, or a statement from a Manager or Supervisor that the session or activity occurred. Statement includes contact details and agreement that the assessor may contact them if needed.
What is <b>one</b> aspect of the activity or session you would do differently if you did this again? Briefly explain why.	Answers are provided by the student for A, B, C, D based on the activity or session they carried out with the young people as participants. Students may answer the questions in any way they wish provided their responses relate to the activity or session they created and implemented for this Task.
What did you learn from this activity or session? <b>One</b> thing from the participant feedback. And <b>one</b> thing from your own observations.	

This is a competency-based assessment task. To be assessed as competent the student must submit:

- evidence activity designed for Task 2 Question 1 was implemented with intended participant(s)
- responses to questions A, B, C, D relate to the implemented activity and address the questions asked
- responses to questions A, B, C, D show awareness of the youth worker learning from practice

- practice adheres to best practice principles and *Code of Ethics for Youth Work in Aotearoa New Zealand*.

Accept any evidence and answers that at a minimum meet the criteria and are relevant to young people developing life skills in Aotearoa New Zealand.

## Task 3 – Cultural Inclusion

### Question 1

Carry out an activity or session for life skills development, based on a group's cultural needs. What this means will depend on who the young people are, the frameworks and requirements of your organisation and who you are.

- A. Design or implement an activity or session for use a participant or group of participants. The focus for this task is to highlight how your activities and sessions are **intentionally** inclusive for Māori rangatahi, Pacific youth or young people from diverse backgrounds. Use the Task 3 Activity or Session Template, or similar.
- B. Implement **one** activity or session with a participant or group of participants that must include young people who represent at least **one** of:
- Māori rangatahi
  - Pacific youth and/or
  - young people from diverse backgrounds.
- C. Obtain feedback from participants. Collect and submit evidence of carrying out the activity or session.
- Explain how at least **two** aspects of the activity or session design specifically benefit Māori rangatahi, Pacific youth or young people from diverse cultural backgrounds. Complete the Cultural competency design section of the Task 3 Activity or Session Template.

Note: Please adapt the Task to suit the needs of the young people you regularly work with. For example, if you predominantly work with Māori rangatahi or Pacific youth you may choose modify or build on what you started in Task 2. Alternatively, you may prefer to modify the Task 2 activity to work one-on-one with a young person from the group who would benefit from the extra attention. Please do whatever makes the most sense in your context and will be of benefit to the participants.

### Task instructions

1. Complete the Task 3 Activity Design Template at the end of this document with your activity design. If your organisation uses similar templates or session plans you may submit this instead, provided it includes similar information.
2. Implement the activity or session with a group that meets the requirements.
3. Collect and submit evidence of carrying out the activity or session.
4. Complete the Cultural competency design section of the Task 3 Activity Design Template.

Student implements **one** activity as per details in the **Task 3 Activity or Session Template**, or similar. They collect participant feedback in a format appropriate for their context, including feedback on cultural appropriateness from the perspective of participants. Students collect suitable evidence of implementation (same instructions as for Task 2).

Aspects of the activity or session are identified as **intentionally** beneficial to the Māori rangatahi, Pacific youth, or young people from particular backgrounds as is appropriate for the student's youth work context. This could include, for example, aspects related to which particular life skills are selected, structure of the session, how the life skills are introduced, approach or framework used, facilitators, venue, resources, relationships, language choices, explicit use of cultural concepts, cultural objects or art forms or activities. Explanation is given on how or why these aspects are of particular benefit to participants with the identified cultural background(s) within the specific context in which the student is working.

For example, student may discuss the role tikanga plays in a session on communication skills and how this benefits partnership or a sense of inclusion for rangatahi. And/or relate this to the larger project of undoing the damage of colonialism and exclusion by normalising te reo and tikanga practice; or explaining what good communication is and how it functions from a te Ao Māori perspective, for instance. The role this plays in reconnecting young people to their heritage and how it improves things like confidence, belonging or sense of identity and self.

For example, student could explain how they ran a group activity on relationship dynamics and communication using the concept of Le Vā with a group that includes Pacifica participants. The student's explanation might highlight benefits for participants due to familiarity with this concept in their daily lives, so they could relate to the activity better and see its relevance to improving relationships and better communication in their own lives and families, or the student could describe how Pacific participants were able to contribute more in a diverse group or teach other participants about aspects of relationships that enriched everyone's learning with fresh insights.

This is a competency-based assessment task. To be assessed as competent the student must submit:

- **one** activity or session for use with participant(s); include goal(s) or outcome(s), approximate timeline, intended participants, resources, location, what young people do, level of participation or leadership, roles of participants and/or the student, identified social emotional learning core competency.
- minimum of **two** identified life skills introduced, practiced or expanded on as part of Task 3
- evidence of session or activity implementation with intended participant(s)
- at least **two** aspects of design or delivery of activity or session identified as beneficial for Māori rangatahi or Pacific youth or diverse young people and explained in terms of how they benefit particular participants as it relates to their cultural backgrounds and the development of life skills within the context of the activity or session
- practice adheres to best practice principles and *Code of Ethics for Youth Work in Aotearoa New Zealand*.

Accept any evidence and explanation that at a minimum meets the criteria and are relevant to young people developing life skills in Aotearoa New Zealand.

# Task 1 Activity Design Template

You may use this template or similar, to design **one** task or session for Task 2. Select skills that are relevant to your youth work context and that relate to problem-solving, autonomy, relationships or being work ready; this may include literacy and numeracy skills. See Topic 2 and Topic 3 in the online Module for a list of life skills for young people.

1.	Please explain the nature of the sessions or activities. For example, you facilitate a small weekly support group of young people. You are a classroom teacher working with smaller project groups. These are one-on-one youth mentoring sessions or family group sessions. You may include a mix of session or activity types.
	Click or tap here to enter text.
2.	Please identify <b>one</b> or more core competencies for social and emotional learning that are the focus for these two activities or sessions: <ul style="list-style-type: none"><li><input type="checkbox"/> Self-awareness</li><li><input type="checkbox"/> Self-management</li><li><input type="checkbox"/> Social awareness</li><li><input type="checkbox"/> Relationship skills</li><li><input type="checkbox"/> Responsible decision making</li></ul>
	Click or tap here to enter text.
3.	Please identify the particular life skills you plan to cover in the activities or sessions. You must have a minimum of <b>two</b> . Please be specific. For example: <b>Skill:</b> Active listening – introduce new skill – Pay attention and show you are listening <b>Skill:</b> Active listening – practice using body language and gesture to show you are listening; <b>or</b> <b>Skill:</b> Weighing up different factors to make a decision – build on existing skills by using the Decision Matrix as a group to make a decision with complex information
	Click or tap here to enter text.

## Activity or Session

### Goals or outcomes

Please identify the goals or outcomes for the session. While space is provided for up to five goals or outcomes **you only need what is realistic for your activity or session**. Note: you may incorporate participant goal setting if this is part of your usual practice.

#### Examples

By the end of our mentoring session, the participant will:

- feel confident to start up a conversation with a new peer
- have twice practiced approaching a new peer and opening the conversation

By the end of the Active Listening activity, the participants will:

- know what active listening is and why it is important

- identify and practice body language of active listening
- use paraphrasing skills from previous session in an active listening situation to clarify their understand of the speaker.

	<b>Goals or outcomes (you should have at least one goal)</b>
	By the end of this [session/activity] the participant(s) will: <ol style="list-style-type: none"> <li>1. Click or tap here to enter text.</li> <li>2. Click or tap here to enter text.</li> <li>3. Click or tap here to enter text.</li> <li>4. Click or tap here to enter text.</li> <li>5. Click or tap here to enter text.</li> </ol>

## Session or activity description

Please complete the table with a brief description of the session or activity you plan to deliver. Obviously, things may go differently, but this is an outline of what you expect to happen and to show that you are planned and ready.

1.	<b>Participant(s)</b>		
	Number	Description – ages, genders, cultural backgrounds, ability, other demographic or relevant information about the participants	
	Click or tap here to enter text.	Click or tap here to enter text.	
2.	<b>Set up</b>		
	Facilitator(s)	Location or venue	Resources
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Note: more boxes are provided in the timeline that you are likely to need. You only need to use as many as are necessary for the activity.

3.	<b>Activity or session description</b>		
	Approximate timeline	What the participant(s) are doing:	What you (and other facilitators) are doing:
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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	Click or tap here to enter text. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	<b>Feedback:</b> Please say how you will get feedback from the participants on this session or activity. Remember to allow time for it into your timeline.		
	Click or tap here to enter text.		

### SAFE – Sequential, active, focused, explicit

	Select <b>one</b> aspect of SAFE and describe how you plan to use it in this session or activity.
	Click or tap here to enter text.

### Evidence of implementation

You must submit evidence of implementation of this activity or session. See Assessment for details on what counts as evidence of implementation. It is a good idea to plan how you will do this beforehand. You may also submit photos of any written feedback you collected as evidence of implementation, for example, sheets or posters from a feedback activity or notes from a one-on-one session. With photo or video evidence be very careful not to show anything that could identify the individual participants.

If it is inappropriate to include any photos or documents as evidence, you may include a statement from your Manager or Supervisor that you carried out the activity or session. They do not have to be present for the full delivery, but sufficient to be confident that it occurred. For example, they popped in while you were running the activity, or saw the client arrive and start their one-on-one session with you. A sample statement is provided below if you need it. Please adapt to suit your needs.

Following the implementation of the activity, please list the evidence you are submitting for assessment.
<p>Evidence of implementation for [identify activity/session 1 or 2]</p> <p>List of specific evidence:</p> <ul style="list-style-type: none"> <li>• Click or tap here to enter text.</li> <li>• Click or tap here to enter text.</li> </ul>

**Sample statement from Manager or Supervisor (if using):**

Date	Click or tap here to enter text.
Name Role / position	<p><i>Please include name, role or position and organisation.</i></p> <p>Click or tap here to enter text.</p>
Contact information	<p><i>Please include contact information. Assessor or tutor may contact you to confirm sessions or activities occurred.</i></p> <p>Click or tap here to enter text.</p>
Statement (Sample statement: please adapt to suit your context)	<p>[Name] has talked with me about requirements for this assessment as part of their Youth Development qualification. I have sighted the planning for this session or activity and can confirm it took place with the intended participant(s). I am happy for the programme's tutor or assessor to contact me to confirm this. If I am contacted it will only be to confirm the sessions or activities occurred. I will not be asked to provide any other information.</p> <p>Click or tap here to enter text.</p>

# Feedback form

Please adapt this form, if you use it, to get the feedback on the session or activity that will be useful for you.

**You may like to target questions specifically to the session as the ones below are very general.**

Note: to complete Task 2 you will need to know if goals and outcomes were met, what went well, what you might need to change and anything else that would be useful feedback for you.

You might also use some of these questions as part of a feedback activity or one-on-one feedback sessions.

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## What do you think?

Hi. I would really like to know what you think of what we did this afternoon. Anything you want to tell me is useful as it helps me to do a better job for you!

Please be honest. You do NOT have to write your name unless you want to.

How much did you enjoy the [name of activity/session]?

- Best thing I ever did here.
- It was fun and I liked it a lot.
- It was okay. I liked some of it.
- Not that much fun for me.
- I hated it so much. Never again!

What bit did you like the most?

Click or tap here to enter text.

Is there anything we can do to make it a better experience for you?

Click or tap here to enter text.

How much did you learn from the [name of activity/session]?

- I learned a lot; it was very interesting.
- I learned some new things that are helpful.
- It was okay. But I didn't learn many useful things.
- Not much. It was too easy because I already know it.
- Not much. It was too hard. Everything went too fast.

What was the best thing you learned?

Click or tap here to enter text.

What could we change to make the learning better?

Click or tap here to enter text.

I had some things I wanted us to achieve this afternoon.

*[Type in your goals for this session or activity]*

Do you think we got these things done?

- Yes! 100 %
- Yes. I think so for most of us.
- Yes. But not for me. I did not achieve everything.
- I am not sure. Maybe some of them?
- No. But we got some of it done.
- No we did not!

Please tell me more about your answer:

Click or tap here to enter text.

Which sentences do you agree with?

- I like the order we do things in.
- I know what to do and understand the instructions.
- I feel like I am learning new things.
- We learn new things step-by-step with enough time for each step.

- We have enough time to practice the things we are learning.
- Our time is spent in interesting ways. It is not boring.
- We get time to do things and be active.
- We get enough to talk so I can understand the new things I am learning.
- The time we spend talking and listening is fun or interesting.
- I am able to concentrate well. For example, it is not too noisy or other things taking my attention.
- When there is new information or a new skill I understand because you explain it well or show it clearly.
- I like the people in the group. They are good people.
- I feel like I am an important member of the group.
- I feel safe and happy when I come here.
- I feel people here respect me.

Choose one sentence you  (tick) and tell me more or give an example.

Click or tap here to enter text.

Choose one sentence you did NOT tick and tell me more or give an example.

Click or tap here to enter text.

What is your culture?

Click or tap here to enter text.

Do you feel this activity today respected your culture? Please tell me more:

Click or tap here to enter text.

Do you feel good about or proud of your culture when you come here?

Click or tap here to enter text.

Click or tap here to enter text.

**Think about what we did this afternoon:**

Did you feel like you could be yourself? Did you feel comfortable or uncomfortable?

Please tell me more:

Click or tap here to enter text.

What makes you feel pride in your culture? Did you have a chance to show that when you come here today?

Click or tap here to enter text.

What things could we do better to respect your culture here?

What things could we do better to help you feel like you belong here?

What was one thing we did this afternoon that gave you a chance to talk about or show your culture in a good way?

Click or tap here to enter text.

If you could give me one piece of advice, what would it be?

Click or tap here to enter text.

# Task 3 Activity Design Template

You may use this template or similar for Task 3. Select skills that are relevant to your youth work context and that relate to problem-solving, autonomy, relationships or being work ready; this may include literacy and numeracy skills. See Topic 2 and Topic 3 in the online Module for a list of life skills for young people.

1.	Please explain the nature of the session or activity. For example, you facilitate a small weekly support group of young people. You are a classroom teacher working with smaller project groups. This is a one-on-one youth mentoring session or a family group session.
	Click or tap here to enter text.
2.	Please identify <b>one</b> or more core competencies for social and emotional learning that are the focus of this activity or session: <ul style="list-style-type: none"><li><input type="checkbox"/> Self-awareness</li><li><input type="checkbox"/> Self-management</li><li><input type="checkbox"/> Social awareness</li><li><input type="checkbox"/> Relationship skills</li><li><input type="checkbox"/> Responsible decision making</li></ul>
	Click or tap here to enter text.
3.	Please identify the particular life skill(s) you plan to cover in the activity or session.
	Click or tap here to enter text.
4.	Please identify the goals or outcomes (you should have at least one goal)  By the end of this [session/activity] the participant(s) will: <ul style="list-style-type: none"><li>1. Click or tap here to enter text.</li><li>2. Click or tap here to enter text.</li><li>3. Click or tap here to enter text.</li><li>4. Click or tap here to enter text.</li><li>5. Click or tap here to enter text.</li></ul>

## Session or activity description

1.	<b>Participant(s)</b>		
	Number	Description – ages, genders, cultural backgrounds, ability, other demographic or relevant information about the participants. <b>Participants should include</b> either Māori rangatahi, Pacific youth or young people from diverse backgrounds, or a particular cultural background.	
	Click or tap here to enter text.	Click or tap here to enter text.	
2.	<b>Set up</b>		
	Facilitator(s)	Location or venue	Resources
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Note: more boxes are provided in the timeline than you are likely to need. You only need to use as many as a necessary for the activity.

3.	<b>Activity or session description</b>		
	Approximate timeline	What the participant(s) are doing:	What you (and other facilitators) are doing:
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.



	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	<b>Feedback:</b> Please say how you will get feedback from the participants on this session or activity. Remember to put time for it into your timeline.		
	Click or tap here to enter text.		

### SAFE – Sequential, active, focused, explicit

	Select <b>one</b> aspect of SAFE and describe how you plan to use it in this session or activity.
	Click or tap here to enter text.

### Evidence of implementation

	Following the implementation of the activity, please list the evidence you are submitting for assessment.
	Click or tap here to enter text.

### Sample statement from Manager or Supervisor (if using):

Date	Click or tap here to enter text.
Name Role / position	<i>Please include name, role or position and organisation.</i> Click or tap here to enter text.
Contact information	<i>Please include contact information. Assessor or tutor may contact you to confirm sessions or activities occurred.</i>  Click or tap here to enter text.
Statement (Sample statement: please adapt to suit your context)	[Name] has talked with me about requirements for this assessment as part of their Youth Development qualification. I have sighted the planning for this session or activity and can confirm it took place with the intended participant(s). I am happy for the programme's tutor or assessor to contact me to confirm this. If I am contacted it will only be to confirm the sessions or activities occurred. I will not be asked to provide any other information. Click or tap here to enter text.

## Cultural Competency Design

Explain how aspects of the activity or session design specifically benefit Māori rangatahi, Pacific youth or young people from diverse cultural backgrounds. This can relate to any aspect, for example, the particular life skills selected for the activity, structure of session, how the life skills are introduced, approach or framework used, facilitators, venue, resources, relationships, language choices, explicit use of cultural concepts, cultural objects or art forms or activities.

1.	Which <b>two</b> aspects of the activity or session did you <b>intentionally</b> include to specifically benefit the participant(s) who are Māori rangatahi, Pacific youth or young people from diverse cultural backgrounds? Please give some details to describe each aspect and who the young people or are.	
	Aspect 1: Click or tap here to enter text.	Aspect 2: Click or tap here to enter text.
2.	What are the intended benefits for the young people or person of including these aspects? Give specific examples.	
	Aspect 1: Click or tap here to enter text.	Aspect 2: Click or tap here to enter text.
3.	Explain how you know these intentional inclusions are beneficial. For example, feedback from the young people, own experiences or observations, cultural knowledge or work with a cultural mentor or supervisor.	
	Aspect 1: Click or tap here to enter text.	Aspect 2: Click or tap here to enter text.