2022 Jan YMT Masterclass

[00:00:00] Hello! Welcome to this masterclass, “Supporting Youth in 2022 and beyond”. I'm Amanda and I'm so excited that you're here with me today. I am rerecording this, because when we did our live masterclass earlier today, it was so wonderful to have so many people that live. It was incredible, but the way that it recorded was with everyone's; at least 20 people's faces just covering most of the slides.

[00:00:32] So I'm just going to re record this nice and quick and, pull out the key points and, it will hopefully be a little bit shorter for you too, because there won't be those conversations, which were really lovely, rich conversations. But, I'll look at ways I can pull out some of that and include it somehow. Maybe just the audio with this replay as well.

[00:00:53] So welcome to “Supporting Youth in 2022”. Let me share my screen with you.

[00:01:09] Okay, let's do this! Before we get into it, I'd love to take a moment to acknowledge the traditional custodians of the land that we are meeting on today. For me, that's the Gubbi Gubbi or the Kabi Kabi people. And I'd like to pay my respects to the elders past present and emerging and acknowledge their sovereignty here on this land has never been ceded.

[00:01:29] I'd also like to extend that respect out to the traditional custodians, the ancestors, the elders, wherever you're joining us from today, there's so much wisdom and, richness that comes from connecting with them and, taking a moment to acknowledge how many people have come before us, and have come before us in this quest to support the next generation too.

[00:01:54] No need for me to go through housekeeping because you know, this is just the recording, so let’s go!

What you'll learn:

1. What teens are going through at the moment.
2. The type of support they're looking for.

3. All the ways that you can work with Youth right now.
4. How you can get started or expand as a great Youth Mentor in 2022.

[00:02:13] And this is really for anyone who works with young people or would like to work with young people. So we get so many different people coming into our community that, either already worked with young people, so they might be teachers, or they might be yoga teachers trained in teen and adolescent yoga, and they might be personal trainers or coaches or anyone kind of in a helping profession really that might already work with young people, but are looking to, deepen that knowledge, to upskill, to always be learning something new, right, and to connect in with a community of youth mentors as well.

[00:02:49] And, the other people that we get, (which might be slightly more, maybe it could be perhaps half) half the others are those that, - I'm just going to stop sharing for a moment - the others are those that have never worked with young people before at all, and they're just feeling a call to do something.

[00:03:05] They might be parents with young people at home, but they just might be feeling like it's time for a change, and that makes sense, considering what's happening in the world at the moment. Yeah, there's a lot of self-reflection going on, right, or just trying to get through. And so, yeah, we find a lot of people who come into the training as well that have never worked with young people before, too, and either is fine. All is fine. And, and you're all welcome.

[00:03:34] If you are not looking at working with young people and don't work with young people, you're more just a parent with young people around you and interested, you might find some of the information that I share here today useful as well!

[00:03:46] But just, yeah, keep in mind that the majority of what we do is in supporting our mentors to create their own wonderful programs, to build their own beautiful, sustainable business that can support youth in their community, and, yeah, tap into that in a youth mentor.

[00:04:08] Okay. Back to sharing the screen. Let's go. This is me. I did a personal development course when I was a teen and I loved it so much! I loved

learning about the personal development side of things, life skills, feeling like I knew how to adult all of that stuff was so supportive for me, and so I ended up training up to teach with this company myself and so all through university while I was doing a bachelor of business, I would, be teaching holiday programs with young people, going into schools and teaching different programs, from job interview skills, to posture and deportment kind of stuff, to skincare and all sorts of things, and I just, I really loved being with young people. I was kind of the same age, almost as them, maybe only a couple of years older at that point, but I really enjoyed it.

[00:05:06] I just, I never expected to go out and make a career out of it. The reason, the turning point for me was when I was diagnosed with cancer in my mid twenties, and I spent a couple of years getting through that stage 4 Hodgkin's lymphoma, and yeah, it was kind of a two year battle, I guess, of getting through that.

[00:05:29] So I came through the other end of that. Basically recovering and then feeling like, "Okay, I've got this new lease on life, what do I actually want to do with it? What do I feel really called to do, what resonates for me?"

[00:05:43] And then my head just kept going to, 'What do I wish that I knew when I was younger? And how cool would it have been if I had come across some of these amazing people that I've kind of learned about and learned from over that two year journey. How cool would it have been to have access to that when I was younger?'

[00:06:03] And so I would just be scribbling notes for ages and ages, and I'm really envisioning this week-long holiday program that I wanted to do with young people that brought in lots of different experts and was fun and brought in different personalities and all sorts of stuff. So, that's where Shine From Within all began in 2012. So we're going to be turning 10 this year, which I'm super excited about.

[00:06:26] So I've gotten to teach and speak to teens, lots of teens, run all sorts of programs about the book, and then of course our award-winning youth

mentor training. What I haven't included on this slide is my educational background.

[00:06:38] It's as I mentioned, a bachelor of business. It's not what people expect when they think about working with kids. But I've done and will always do additional learning all the time, so that I'm staying up to date on what young people need and I'm staying up to date with what youth mentors need to know as well.

[00:06:56] So for me, that means quite a lot of study. I do.. I've done everything from eating disorder prevention, accidental counselor courses to what I'm doing, I've been doing a lot of anti-racism and whiteness at work training. I'm doing a feminist coach academy certification at the moment, learning about feminist coach theory and how we can bring a more inclusive lens to this work with young people.

[00:07:23] That's been really fascinating and it's, and it's influencing a lot of the, what we've got going on in the Youth Mentor training at the moment, too. Yeah, but I haven't got a degree in psychology or, diploma of counseling or, an education, you know, a teacher background, and the reason I wanted to share that with you today is because, if you're looking to work in a preventative space, that's nonclinical, that's about, you know, holding space for young people to grow and to thrive when they're not already in, at crisis point, and then not dealing with mental health issues or trauma and things like that, then, that's quite different, you know, it is quite different.

[00:08:08] So if you feel like you need three more degrees before you can do this work, I just wanted to let you know that, yeah, that's not necessarily the case.

[00:08:18] It's just really important that, you know, your limitations, that, you know, the legislation in your state and, and how you're, you know, how you can work with young people. That you have everything in place that you need; codes of conduct, risk management plans, all of your policies and procedures and things in place.

[00:08:37] And that you've got really good knowledge and understanding of what to observe in young people and what to look out for, and then being able to refer them on to others. And finally my social identity, which I haven't included on the slide either. So I am a white cisgendered, able-bodied middle-class woman.

[00:08:58] My pronouns are she/her. All of that means that I do hold quite a bit of privilege and so in my work, and my experience does come through that lens. And, I'm working on unpacking a lot of that at the moment. But also, you know, the experiences that I have of working with youth who are based in Australia with other mostly white, fairly privileged children too.

[00:09:27] And so, I'm delivering and sharing my own personal experiences through that lens. Which is one of the reasons why we have a variety of voices and experiences that we share in the youth mentor training and I'm just one part of that and we have so many incredible guest experts in there as well.

[00:09:51] Let's go! What's next? Key Stats. Okay. So let's have a, just a brief overview of what's going on for teens in general, not COVID related. Right now there are 1.2 billion teens, adolescents in the world, one in six people, globally are aged 10 to 19. This varies around the globe with India, actually having the largest adolescent population, 253 million people.

[00:10:18] And, half, almost half of the property population in South Africa is under the age of 25. So there are pockets around the world where, you know, the young people kind of outweigh everyone else. But regardless globally, you know, there are more young people than ever, and there's more demand for what we offer than ever as well.

[00:10:42] I know in this country, the mental health care system is overloaded as well. It's hard to get in, to see psychologists and counselors and things like that. And we certainly are not an alternative to that. If someone needs that sort of support, then they may, you know, we can't replace that, but if we can help to work on the preventative side of things and, help to, catch things early, then maybe we can have some kind of a difference. Mental health conditions account

for 16% of the global burden of disease and injury. Half of all mental health conditions start by 14.

[00:11:22] And in most cases they're undetected and they're untreated. So if we've got mentors working with them before, you know, it looks like they might need that extra support, then we might be able to help in that kind of aspect too. Yeah, that's some pretty upsetting kind of stats worldwide. Let's take a look at what's happening around the world with this as well.

[00:11:58] Okay. Let's take a look at some of the news articles that are around and the research (just going to move this little box out of the way). Okay. So we've got this real call for the focus on prevention now, which is fantastic for youth mentors. There's more funding coming into the space as well. We've got children's mental health is in crisis as pandemic stresses continue.

[00:12:26] I mean, this kind of stuff is what you would expect really, but they're just starting to bring out reports now. There's not a lot of, because we're still in the thick of it, there's still.. we're still not able to have, you know, comparable studies of, you know, then versus now, but, there's stuff coming up! Yeah. There's a lot of stuff coming up.

[00:12:58] And demand for psychological services are at an all time high. And so what we're seeing now too, is that there's a real demand for mentors and coaches for teens and for children too, you know, children kind of age nine or 10 as well. I'm a certified life coach and in the community that I'm in, there's been three requests for a coach for kids in just the last week and that's never happened before.

[00:13:26] And so that's something to be, that we have to be really quite careful about because, sometimes parents can be looking for mentors or all like, you know, teen life coaches and I kind of use those terms interchangeably quite a bit because I see them as quite similar roles. They're both in that preventative nonclinical space.

[00:13:48] But we can see parents looking for mentors or coaches either because they can't get into a psychologist or a child and adolescent psychiatrist or counselor and things like that. So that can be one reason. And another reason

can be because they might not be sure that they need that support and that's something that we can assist with.

[00:14:11]. But they might also be a little bit afraid of what it means, if they do need to see a psychologist. There can still be a bit of a stigma around seeing a therapist and their child needing to go to see a therapist. So sometimes parents can come to mentors and coaches in this space thinking that that's a better option, but if we can see quite clearly that what they need is more support, then it's really important that we're, of course, ethical and referring them on. But, yeah, it's important to keep in mind and also, if you are offering one-on-one mentoring or coaching, like I said, I've never seen demands like this for one-on-one stuff.

[00:14:56] And, everyone's different, everyone's experience has been different. Some of the mentors that have come through our training are doing these wonderful walk-and-talks, one-on-one mentoring along the beach or something like that, or in their studio when they're allowed to, and others are finding that there is demand for one-on-one mentoring online.

[00:15:18] Yeah, everyone's different. Every community's quite different too about what they're open to. I find it interesting to learn that there's been quite a few benefits reported for remote learning and I'll talk through those in a moment as well, but like lots of them, prioritizing mental health, autonomy as a key to motivation, better understanding of children's needs.

[00:15:43] So all of these links I'm going to share below, so you can read more about them if you'd like to. There's just so many articles coming out on Google scholar, and research reports coming through the generals now which is great. This kind of review of the literature that's already out has found that people are obviously more anxious, depressed, fatigued, and distressed, and then talks through some of the risk factors.

[00:16:14] It's mental, it's a little bit about children living in stressful, violent environments, particularly the youngest children facing psychological distress, physical harm. So there's also that element. Anyway, there's lots that I'll share a link to. And I also wanted to share this because I think this is such a fantastic resource, this UNICEF adolescent health dashboard, because you can hone in on

your particular part of the world and learn about, what's going on for them, the risk factors and get really specific on what's happening, in your area.

[00:16:53] And that's so important when we're thinking about what to provide for the young people around us and also in just educating the community and building trust in the community that what we do and what we want to do is important. And it helps as a starting point to start that discussion in the community too.

[00:17:13] So if you're looking for youth input and doing surveys, or you kind of are reaching out to the young people nearby, you can kind of start with some stats and then open it up to, you know, 'what do you think?' and 'what's your experience been' and 'what would you love to have delivered in your community?' and 'what do you feel like is missing?'.

[00:17:32] 'How can I support you?', 'What kind of space are you looking for?'; all of that sort of stuff. (Now let me just pull out the main points.)

[00:17:48] So, as I mentioned 'the benefits of remote learning'. So, some of these - there was a lot of them, **it was like they get more sleep. They found that they could concentrate better, flexibility to learn at their own pace and accessibility as well.** So for some of them, it was like, kids that have to look after people or were carers, for example, if all of their work was put up on a Sunday night by the teachers and they were able to get to it in the evenings, or whenever it suited them, it actually really worked well for them.

[00:18:22] Those that either got bullied or just felt overwhelmed in either the structure of school or around that many people, just found that they could really concentrate a lot better at home.

[00:18:33] And you know, they found that when students have more choice about their materials and their activities, that they're way more motivated too, so giving them a chance to kind of go, 'what do you feel like working on today?', really helped. And then, having an increase in parental involvement was quite a big benefit as well for parents that are homeschooling or needing to be home as well. Some of the studies have shown that there was decreased bullying.

[00:19:01] So for example, with neuro diverse kids, they experienced less bullying. Asian-American families have reported protection against racism by being at home more. One of the big things as well is just how much this mental health focus has been prioritized on a daily basis in the schooling systems and how it's going to kind of continue going forward.

[00:19:28] A note on.. so that's just the very first point, but a note on these particular studies, you know, the one about the sleeping was a Swiss study and then these other ones were American, I believe. They are obviously a quite resourced, well-resourced countries and so the young people in these countries might have quite high access to things like the internet.

[00:19:52] They might have enough space at home to be able to focus at home. Whereas, you know, the experience that we've heard from other kids, in different parts of the world has been, “well there’s so many of us in the house that it's impossible for us to do any kind of, learning from home”, or, you know, “it's quite a disruptive household or an angry household”, or, you know, “we don't have enough food at home”, all sorts of things that could indicate that these things would not be the case at all.

[00:20:25] So, yeah, while there's been some benefits for some, not necessarily for all. And of course, more anxious and depressed, which we mentioned before. There's a wonderful study, I highly recommend it if you're in Australia to check out the ‘Australia youth mission survey’ that they do each year. They usually survey about 20,000 young people every year and that's really useful.

[00:20:59] So if we take a look at the overview of the ‘Mission Australia’ report, it's this 2021 youth survey overview. You'll find that the most important issues for young people that they believe, Australia wide are COVID of course. It wasn't number one last year though, which is interesting, the environment and equity and discrimination (were issues as well).

[00:21:23] Yeah, it's a fantastic study and it highlights the… so say 41.9% of young people were extremely or very concerned about mental health. It's quite; it's been quite interesting to see the differences in different groups of people as well and the variations between how they've experienced, things like unfair treatment, for example, with equity and discrimination, 35% identified it as one

of the most important issues in Australia, which is up by.. up almost 10% from a couple of years ago.

[00:22:07] But there's actually been an increase, quite a big increase in the personal experiences of young people and unfair treatment and much higher proportions with the gender diverse community of young people with 70% feeling, reporting that they've been treated unfairly and, close to half of Aboriginal and Torres Strait Islander young people experiencing unfair treatment with 52% of them saying it's due to... with reporting that it was due to race and cultural backgrounds.

[00:22:38] So the reason I wanted to share these things with you today as well is because, and even the environment stuff, you know. More than a quarter of young people are extremely or very concerned about climate change, and this has increased in the last couple of years.

[00:22:56] So I think that's important to note because we can be so hyper-focused on COVID and mental health and the pandemic and what's happening right now, but young people are looking down the line now of what's happening in the future and feeling very uncertain about things.

[00:23:20] (Yeah, let's continue.) These are some of the quotes that I pulled out from some of these studies as well. So one was, ‘it's clear that the environment significantly influences mental health, and that means we need community connectedness and support for young people’. So this came in an article about the importance of focusing on prevention, more so than, well, not instead of on, or not more than the treatment of mental illness thought, you know, “what can we do before it gets to that point”?

[00:23:52] These findings, so this pink bubble here, these findings, it's talking about, (this is from the conclusion of the mission Australia report that I was just sharing with you). These findings remind us that diversity has to be specifically recognized and included in the development of strategies, programs, and policies for young people.

[00:24:10] This is so, so important and we just released a podcast episode about this about a week ago. If you haven't had a listen, please, please listen to it

because the guest, Sharon Holmes, who is also a trained youth mentor, but now, she focuses most of her time as an inclusion coach, an antiracism coach.

[00:24:33] They shared.. this quite specifically that, you know, “what kind of Youth Mentors are we if we’re not willing to include all young people, and we're only willing to include the majority of young people, the people that, we’re used to seeing, the people that make up the dominant fruit, you know, what kind of mentors are we to exclude young people”.

[00:24:54] So it's such an important conversation and, Sharon shared a lot of really relevant, fantastic practical resources in that podcast episode as well and that's just a clip, a 20 minute clip of a two hour, or two, one hour classes that we have in the youth mentor training on this topic as well. And finally, we've been seeing a broader appreciation for the fact that mental health is a prerequisite for learning rather than an extra-curricular pursuit.

[00:25:20] So that’s certainly come up with the schooling kind of stuff. Some studies have been coming up. I actually said this in the master class last year as well. But it's such a fantastic thing to revisit because the Stanford research has found the specific patterns of brain activation that protect adolescents from experiencing COVID related anxiety and depression. They found that executive functioning skills reduce the risk of stress and anxiety during COVID.

[00:25:54] And so I'm going to share with you how we can build executive functioning skills in young people, too. I think it's such an important study to, reflect on and to, think about what, you know, young people need right now. What I'm seeing in the work that we do with young people is a shift now from worrying about you know, what's just happening, immediately around me to the long-term effects.

[00:26:21] You know, they're worried about the academics they're worried about, you know, because initially they kind of, a lot of the young people I work with were not too phased by the fact that their schooling was being disrupted and now we're getting a bit of a pass on things, you know, but now that it's been two years, one of them just said on Sunday, “I feel like I've missed out on grades 9 and 10, and now I'm going from grade 8 to grade 11 and it's really, really scary because I just didn't; you know, this person's in Victoria so there were just so much of that last two years, that was, in lockdown that it feels

surreal to even be entering into senior years and to have missed out on so many important milestones and camps and things like that, kind of rites of passage that, didn't get to happen in person during that time.

[00:27:11] And so, you know, she's quite stressed about what this means for her future now too. Health Anxiety is something that's coming up from them a lot. One of our members just got diagnosed with COVID and so, gosh, the stress that she's going through with that, of like, looking up what that means and what could happen with long COVID and the guilt that she might feel around spreading it, all of that stuff's just so much for a young person to have to carry.

[00:27:40] And then of course, worries about, biggest of, you know, the not bigger but broader, you know, the economy, the social implications and how divisive society is right now. This is coming up a lot in our conversations with young people and so anything you can deliver or talk to young people about around empathy and, active listening and compassionate self-inquiry and, nonbinary thinking like looking at, because for young people, obviously they're still developing and we talk a lot about the different stages of psychological development, you know, youth mentor training, but, that kind of 'black or white', there's only, there's 'good and bad' thinking is very much part of, being an adolescent too.

[00:28:26] So, helping them where possible is to kind of see the gray areas and the nuances is important during this time as well. Mostly though, you know, I find that they're adapting. It's just a lot happening for each of them. You know, one has COVID right now. Another one is unvaccinated and the, everything she's going through, having made that decision for herself, that the self-empowerment that's come from making that decision in a way that felt really good for her has been massive.

[00:28:57] But then the pushback from people around her to the stuff that she's missed out on, and she's just got accepted to uni, but in order to go to uni, she has to be vaccinated. So she's weighing up these really massive conundrums right now. As an 18 year old, it's just, it's, it's intense. It's really intense.

[00:29:16] And it's been so cool to see just how respectful everyone in the community has been with those different opinions, and kind of, yeah being able to listen to others and, and even if they don't necessarily agree. So that's been

cool too. If I think about another boy that we have in the group, you know, he's just spending a lot of time with his cats at the moment because that's kind of all he can cope with right now.

[00:29:43] So he shows up to our check-ins quite regularly, but will keep his camera off and, it's just it gives him a chance to kind of connect in, but isn't; but yeah, his kind of goals for the week, just looking after his mental health, a lot of the time, which is, it's nice that he's found some kind of a space to, that he feels safe coming into.

[00:30:08] He always talks about how calm the space feels, which is nice. It's nice to hear because everyone's pretty quiet. You know, I think with most businesses, with most youth mentors, maybe most is a bit broad, but for me personally, anyway, I've always ended up attracting people that resonate with me, obviously. Right. And so I'm very introverted and quiet and, so it's nice to see, I end up putting these things out there thinking that it's great for all teens and I'm going to get every, all these different people, but I always end up with,the kids that are a little bit different and that don't feel like they quite fit in.

[00:30:49] They might be neurodiverse. They might be, they could be really, they're all really exceptional. They could be really deep thinkers and quite academic. They could be really creative. Yeah, they're all incredible, but they're all just this perfect community that finds what we've put out there and I think you'll find with your stuff too.

[00:31:13] I imagine that you do find this, but you tend to attract someone quite similar to who you want to think of as a young person, perhaps, maybe, maybe not. Send me an email if that's the case. I'd love to hear about it. So how can we help? Let's get to the practical side of things.

[00:31:32] So this is straight from a tiny part in, in module two from our ‘Duty of Care’ module, right under where we do talk about the different psychological development stuff going on. So the biggest thing we can do, for mental health kind of stuff, and this actually is coming from supporting young people preventing suicide, actually.

[00:31:58] Anyway, we can produce risk factors and we can increase protective factors. So the risk factors can often be out of our control in terms of mitigating those. But the protective factors are the things that we can really focus on as youth mentors. Connectedness to the community, good relationships with parents, if you're doing any kind of mother-daughter stuff, parent child stuff, a positive sense of self development of special talents or hobbies, and feeling loved and respected and validated and heard. We can do this for young people and you don't need a fancy degree to do that. You just need to know how to hold that space in a way that's as safe as possible.

[00:32:35] Yeah. You also need to observe the young people around you, right and know what to look out for and when they would need extra support and being really prepared to. So when it comes to preparation, there's so much, that's why we have multiple modules on this, you know, in our training, but, you know, being there for the young people, as a caring listener, understanding and managing the scope and limits of our own skills, knowledge, training, and confidence, managing issues like personal boundaries and the scope of practice, all of that's really important to documenting our actions.

[00:33:14] If things do come up and making sure that we've got clear guidelines, appropriate self care, and then having all of the stuff that we need, like I've mentioned already, I think, you know, codes of conduct policies and procedures and risk management plans and things like that are really important. And we are always adding new templates to the training as well.

[00:33:37] And just having some specific contact details on hand for referral agencies, emergency services, local crisis assessment teens, things like that are great. And I would always encourage you to have some of the child helplines in mind as well, either to share with the young people around you or to call yourself if you're worried about someone or you want to kind of talk through something with a counselor, you can call those helplines as well.

[00:34:07] Most people that work in this preventative space, don’t necessarily come across anything too intense because they're not setting out to work with young people in crisis, right so, you won't necessarily come across anything too difficult to handle. So, this is the; what I mentioned about the Stanford study, developing executive function skills.

[00:34:30] So things like goal setting, planning, and monitoring, tools for self monitoring, like journaling activities that focus on improvement. So doing any kind of craft, sports, movement, breath work, mindfulness, anything like that, is so useful. And then the study skill stuff, you know, we've run a few classes on study skills and they keep asking for more study skills classes, because there's always more to learn in that sense as well.

[00:34:57] So if you are doing any of this stuff, I encourage you to, to link it to this Harvard study and the link is there, but I'll also pop it in, in a way that you can just click on it underneath the class. Yeah, it's (just for a moment thought maybe I'd stopped recording, but I haven't. That's good). Again, link it in with some of these studies because when you can show how it links in with supporting young people going through these challenging times, it's just going to really reinforce to parents, to schools, that this is needed right now, needed, needed, SO NEEDED!

[00:35:40] There are lots of different tips to support young people at the moment. But I'll include all the slides down below too, so you can spend a bit of time reading through them. I feel like we're past this point now of like, let's just make sure that we're where we've got a routine and things like that. It's now just, you know, managing hope, managing what we expect in the future and they are open to this thing to the young people around us.

[00:36:15] So, let's have a look at what we can do to support young people in a pandemic world right now. It depends on what's happening in your communities. If I think about our youth mentors at the moment, some of them are running camps, retreats in person workshops and circles where possible, some are joining them in like beautiful tents on their properties.

[00:36:34] Some are going away and booking proper venues, for like three night camps and I know that those sorts of ones where there's a lot of organization and there's a lot of expenses and outlays, they have just had to spend quite a bit of time on making sure that they have, that they're complying with all of the government regulations and that they have really robust, refund policies and things like that.

[00:37:01] And we've included a SWAT file of all of that, in our coterie now, which is almost one for youth mentors that you get access to once you graduate

from the training.We've got heaps of different examples of things like that now as well, like COVID related refund policies and stuff like that. Yeah, because it's tough to manage all of these.

[00:37:26] I've seen other people do things like hosting and retreat, making the travel insurance mandatory and they have to send proof of the travel insurance to you in order to book in, or to confirm their booking. So that, if it gets canceled for any reason, they get their money back from someone else and it's not on you to be out of pocket, which is so, so important right?

[00:37:50] It's important here to, I think, to make sure that we're, just sticking to.. sticking to the law, you know, what's mandated, what's required and not necessarily going beyond that, if you can help it so that we are being as inclusive as possible.

[00:38:06] Making sure that we're thinking about, as I mentioned, all of the young people that might like to be there and how you can make it feel safe and open for everyone, to be safer and more open to everyone. We're finding in school programs are in demand at the moment too whether it's putting something together, like a curriculum that you can sell to them to deliver, there's that option there's, online offerings, you know, that they're really open to zoom classes and chats and wellbeing programs often through zoom right now, if, particularly if the schools are at home, kind of homeschooling, but we've just, we're organizing an in school program right now.

[00:38:50] That's a retreat, a full day retreat for the kids to start the year off and I'm bringing in a bunch of different people to speak and to lead them through different exercises and that's going to be really fun. And they have quite a budget for that. So, yeah, it's important to keep in mind, I guess, that governments, putting a lot more money into this space right now. This, you know, mental health, young people preventative spaces.

[00:39:19] And we actually have a partnerships manager coming to chat with our coterie next month to share about ways that we can tap into grants, funding and, corporate partnerships too, because I think a lot of the time, it's not something I've looked in or I looked at, as much as I kind of wish I had. I've always had this thing, this thought that if you're not a not-for-profit, you can't really go and get money from others, but, you can, you know, there's so many

opportunities for that and we're, we're all here doing work for the community and for young people.

[00:39:54] And so there's actually quite a bit that we can tap into. And I've been enjoying working with these partnerships, a consultant manager about this the Shine from Within, and I'm really excited to share her insights with all of the youth mentors in the next month or so. So that's going to be really cool.

[00:40:12] Long-term community programs are really where it's at, at the moment I think, more so than one-off programs because the feedback that we get constantly from the members in, in our online community and online academy is that through all of the ups and downs and the uncertainty, having this one space that they could come every single week on zoom, you know, they know it's not going to be taken away from them.

[00:40:36] They know that they can do it from home no matter what. I know that they've got this lovely space that they can come that's away from their other communities you know, that's not related to school, it's not related to their other friends or family, that's just their kind of thing, has been so supportive.

[00:40:52] So I can't recommend any kind of long-term thing. And as I mentioned earlier, huge demand increase in demand for one-on-one mentoring and what kind of be running, some additional training on this, throughout the year as well from mentors to, we already have some bonus trainings in the youth mentor training that cover, setting up a one-on-one series with young people, the differences between a traditional life coaching model and doing it with young people, how that looks, as well as templates for, onboarding a new client and, and how, you know, the way that you would speak with the parents first and then the young person, and then the parents, again, like just making sure that it's the right fit for everyone involved.

[00:41:42] So we do cover that as a bonus class already, but we're going to expand on that a little bit more in the coming 12 months. Then of course, online programs a much, you know, everyone's open to it now, of course, and it is a beautiful, constructive, positive way to spend time online when people are

spending so many young people are spending more than five hours a day on this screens.

[00:42:06] If they can be switching out, you know, some Netflix, for example, or YouTube or Tik TOK or whatever for, community engagement and learning and how cool, how cool! And so we already have a class on how to take your teen programs online.

[00:42:26] It's a free master class. We ran it towards the side of the pandemic. You can find a link to it on our website. You can email me if you can't find it anywhere, just shoot us, just send an email and say, “where's that link” and I'll, and we'll send it off, because it was on the home page until I popped up the banner for this particular masterclass.

[00:42:45] So it might be a little more challenging to find right at this moment. So that covers how to get started online, what tools to use the privacy policies and things that you need to be aware of when holding a space for young people online, the sorts of information that you're allowed to connect, uh, collect from young people, the permissions you need and how to ensure that you do have parents permission for when they're joining you.

[00:43:10] So that's all covered in that master class. So this time I really wanted to share some specifics around what they're looking for in terms of the actual engagement, because I've co-hosted, or witnessed hundreds and hundreds of classes, now over the last two years or 18 months in the online academy, and everyone delivers really differently, and it's really cool to see what they respond to and ask for the young people's feedback.

[00:43:35] So the things that they love, is a comfortable space and what I mean by that is giving them the option to have their video on or off, making sure they know that they can rename themselves and make it just their first name or whatever name they like and that they can pop their pronouns in there as well if they'd like to, just like, I've got next to my name here, ‘Amanda Rootsy’, in brackets, she/her - if you can't see my name coming up.

[00:43:50] You know, if you can make sure that they know what's coming up during the class, that helps them to feel settled and comfortable too, particularly if that's part of their personality, what's important to them.

[00:44:09] Giving them the option to use the chat box for speaking up. All of that stuff really helps them to feel like they can show up no matter what and however they show up is valid and they don't need to be anything other than what they need right in that moment. They love it when it's interactive. So worksheets, movement, craft, anything they can do with their hands while also listening and connecting and engaging is always a bonus.

[00:44:37] They'd love different voices and stories and energies too, you know, every time I ask them if they want, “is there anyone in particular you want more of or do you want new people?”, they always say that they just love it all. They want to build relationships with folks that are coming back regularly.

[00:44:54] They love that, and they love hearing different perspectives all the time. And so I wanted to share that with you, because I think sometimes we can feel like we have to show up in a particular way in order for it to be fun or things like that. But, I've seen so many variations and it's always beautiful.

[00:45:14] You know, if I think about Rashmi who delivers our trust circles each month, it’s such a soft space to come into and she really incorporates the circle guidelines into the trust circle. So things like, you know, I'll notice that she doesn't really respond too much to what anyone shares, good or bad. You know, she doesn't give a specific response, so that the young people don't anchor into sharing what they think the teacher will like to hear, or what they think will get a good reaction, you know, they'll just share.

[00:45:51] And it doesn't matter what they share. It's just a ‘thanks for sharing’ kind of thing. And that opens up a really beautiful space, really beautiful circle that can happen, beautifully on zoom. And then she always has something different that we do. There'll be, you know, an overarching theme, and then we might do some art together, you know, drawing out.

[00:46:10] We did a tree, I have it up on my wall. We did a tree of our experiences and it included all of the things that, the achievements that we have

in life, school, friends, family, hobbies, and fun. They were all like different branches. And then the roots were, our values and what were most important to us.

[00:46:32] And then there were like leaves that we added that were falling down from the tree that were things that have, that have died, whether it's, people or, projects, just stuff that's kind of drifted away, but how it all is part of a whole being, it was beautiful, beautiful, beautiful. And other times we might do like some, embodied movement where she'll put on some songs, a couple of songs, and she'll guide us through a little bit of movement and free dancing.

[00:47:04] And we'll often just all put our videos off and really enjoy this space. Yeah, sorry, went on a bit of a tangent there, but just to say that you can show up without any tools and just hold this really beautiful, strong space just by listening to young people and, and yeah, there's no kind of right or wrong way to do it.

[00:47:28] They need to feel, they want to feel, they should feel, they can feel included and validated of course, allowing them time to share their experience of the topic even right at the start and, you know, when you show up, we talk about this in the youth mentor training in a lot of detail too, of course like engagement techniques and making sure that we're, doing things that will resonate for different learning styles and different personalities too.

[00:47:55] But you know, showing up and building trust initially with why they should listen to you about this. Why, why you're there, why you're passionate about this and then giving them time to share what they already know about the topic too, because they're so wise and, whatever you can do to encourage them, sharing with each other is just magic.

[00:48:17] Finding out what, yeah, what works for them, what they'd like to learn more about all of that stuff, right. Rather than, you know, showing up and just delivering something like I'm doing to you right at this minute. Because you know, this is that YouTube age of if they want to learn something and they just want to sit and watch a screen and have someone talk with them about a topic, they'll go and watch a video.

[00:48:38] They'll go and do everything else I can possibly do online. So if they're showing up for a live class with you, then, make it worth their while, include them as much as possible, pause a little bit longer for them to be able to respond, give them time to type in the chat box and they always will.

[00:48:58] They do, they do, but, yeah, don't let them off the hook and assume that no one will respond because they will, they will. I mean, I find ways to make it fun too. So there are lots of different tools you can use. Look up any of these tools, Mentee, Meta, Miro, look for kind of trivia or escape roomy kind of stuff.

[00:49:21] That sounds really fun. You can use the breakout rooms for discussions or for giving them a chance to practice on each other. That's what I did recently with a class on active listening. I then set them off in pairs and they practiced, listening and reflecting back and then swapping over and then they came back and shared how that felt.

[00:49:41] So there's lots of different things you can do to make it cool and make it fun. And it's just about being a little bit creative yourself and saying what, feels right for you, making it fun for you? How can you help specifically? I would love you to take a moment right now to ponder these questions.

[00:50:03] If you don't have time right now, perhaps note them down, write them down and consider it, put them kind of in your mind and just think about them over the next few days, and then maybe write about them, or consider journaling about them before bed or something like that. But you might also like to just pause the video and write these down and answer them for yourself now, you know, “how can you provide a nurturing space for young people this year?” and “how can you do it in a way that's good for your community, good for you, that feels like you, you know?”

[00:50:43] And we talk about this in module one, getting, really tapping into your own lived experience, values, what you've learnt, showing up in a way that's, true for you and as I mentioned, you'll often attract them, the young people, that kind of need to hear from you, that's if you're, yeah if you're building your own business.

[00:51:01] Yeah, but what can you do this year to create a nurturing space for young people? And what can you offer to young people right now, like what's available to you? And that might be really different depending on a bunch of things, mandates, your own vaccination status, whether it's just where COVID's kind of running rampant through your town right now and everyone's hibernating. There might be a lot of different external things that we just can't control.

[00:51:38] But if you think beyond those limitations, is there something that you can offer right now? And do you have capacity for all that at the moment and what do you need to get started?

[00:51:48] And if you're already working with young people, how can you share some of this research and data relevant to your community in a way that's really useful and will connect and build trust? And is there something else that you can offer this year that's quite specific to supporting young people, getting through this challenging time. And is there anything holding you back?

[00:52:10] And I'd actually really love to hear from you about that too. So feel free to email me or responses too. You can email me personally, it's jus **amanda@shinefromwithin.com.au**, and you'll get a response. You'll get an auto response. It's just that I don't check emails every day, but know that I will get it and I will read it and I will respond when, as soon as I can.

[00:52:32] Yeah. Yeah, just anchoring into what you specifically can do to help. Okay. And then pivoting slightly now to what we believe makes a really great youth mentor. So whether you're already a mentor working with young people, or this is brand new for you, I believe that it takes, in a work, the holding space side of things, the sustainability of being able to keep showing up for young people, because you give so much of yourself when you do that.

[00:53:06] And the sustainability of being able to sustain your livelihood too, and actually building a business that's sustainable. And then of course, community is kind of the overarching thing that brings it all together. And so let's talk about each of these, these four areas now. So when we talk about the

inner, the inner work, you know, what is your personal why and what are your experiences and passions? This, I think, is a really, really great place to start.

[00:53:38] And it's a place that we often try to skip past, but, by not shying away from your own personal experiences, it can, it can be so helpful. It can be, can really elevate the way that you work with young people too. Of course, making sure that we've also done our own work to heal as well. Yeah. So a lot of mentors, coaches, speakers, you know, they start out with a problem they think they need to fix in the young people.

[00:54:04] But if you tap into what you specifically can support teens with, based on your own experiences, passions, strengths, et cetera, then you'll develop something that's truly going to support the young people who find their way to you. I really believe that in saying that there's definitely, it's definitely important to involve the young people in your community in, in decisions.

[00:54:29] You know, that self-determination, youth led community initiatives are so, so important and involving them wherever you can is really important as well. But, starting with you and why do we even want to do this work is so important because it will help you get through the times that are challenging and it will help you to, have the capacity to then go out and hold space for others.

[00:54:55] So, “getting really clear on your personal why”. “Holding space”. So next year is “holding a safe and brave space and engaging space and a fun space”, right? Like, yeah, holding a really cool space for young people. I used to say holding a safe space, but, what I've learned over the last couple of years is that, you know, we can't guarantee a safe space to everyone or for anyone, we can't guarantee that. We don't know what traumas they've been through.

[00:55:26] We don't know what might trigger them and we can't control what other people do or say in the space. And so you can't, so we can't possibly assure someone that they won't be upset or that something, you know, won't get triggered for them, or that they won't sprain their ankle. We can't possibly guarantee that.

[00:55:46] So if you use the words, ‘this is a safe space’, consider changing it slightly, you know, ‘this is a safer space’, or ‘this is a brave space’. There's some

alternatives, and talking about how you will do whatever you can to minimize harm in this space. That's a much more true representation of the kind of space that you can hold.

[00:56:09] And this is where the magic is, you know, this holding space. It's not so much in developing content, although, content and tools and tips and research and stats and, frameworks, all of that is fantastic, but, we can sometimes rush to try to teach them a whole bunch of stuff when the holding of the space and allowing them to share this, is equally as important, if not more important. 'Safer space' is something that, yeah, that's most important, knowing what to look for, what are their current potential issues, what do they most need?

[00:56:49] Things like, as we mentioned earlier, you know, 'community', a nonjudgmental space to share, an understanding of when they might need further support, that we can't give them as youth mentors in a preventative space, all of that's so, so important. And there's so many things that we learned earlier that we can bring into the work that we do with youth. So many folks do ask, you know, "where do I start with being a great mentor"?

[00:57:14] And it really does start with you, and getting to know your community and starting to learn about, and feeling confident in, holding that, that safer space and, yeah, that comes from knowledge and it comes from experience as well and having community around you. We also talk about engagement of course, connecting on their level in a way that's really nurturing and supportive online, and in-person, it's important too.

[00:57:44] It's so important with young people. And then of course, when we talk about space, we're also talking about the physical space. So exploring, where you can actually hold these spaces and are those spaces, inclusive of, differently abled people as well. All of those things need to be considered and how can we make it a space that feels really comfortable and lovely as soon as they walk in or as soon as they sit down, if it's in a, in a Zoom room and what can you do to make it feel comfortable and nurturing. In our, in the online academy, we actually invite all of our certified Youth Mentors to teach classes in there, so that they can start to grow comfortable running online classes and be

in our online little home and in our space and get a chance to share their knowledge and experience and tips.

[00:58:37] And we help you to curate and put together your program in a way that we, that, will be engaging for our young people and that they'll love. And I'm there with you when you deliver your class as well, so that you come away feeling like, “Yeah. Okay. I can do this. I can definitely do this cause I just did it. Yay”.

[00:59:00] Oh yeah. There's so many different ways that you can hold space for young people with all these different examples, even your online, home, your website’s, a part of that holding space. I love seeing breath projects and the work that they do. This is in, this bottom left image is in, South Africa on a beautiful, program, holiday program.

[00:59:27] Yeah. There’s so much that you can do. These are all graduates of our youth mentor training. This is Prodigal's Life Initiative in Nigeria. Fola is now a support mentor in our training too. So that's really great to hear her perspective. She's been running this not-for-profit for a long time now and does stuff in school.

[00:59:51] She has a hall back, a physical space that she works out of as well, where young people can come. And she's just launched an online hub as well for young people during this time. Okay, sustainability. So this is about sustainable for you personally, of holding the space for others and sustainability in terms of, you know, if you want to keep supporting young people, you have to look after yourself too, and you need to build a strong business to allow for longevity, right?

[01:00:22] So business foundations and things like that are important and something that we don't often think about when we think about supporting youth and you don't need to think about that if you're volunteering or if you're working in an organization, but if you're looking to build your own, then, yeah, it's definitely a big part of it. And understanding, kind of all of your options and making the best decision for you is so important here - from business model to the way that you choose to set your business up and the way that you decide to

show up for young people, the sorts of programs that you offer, doing that in a way that suits you and your lifestyle is, possible and it's important.

[01:01:04] And of course, as I said, the final thing is community. You know, you need a great community around you that consists of building your own community in your business of students and clients, which means understanding the marketing stuff.

[01:01:17] So we do talk about that. And building a community around you, of folks who inspire you and support you and cheer you on and who get what you're going through as a youth mentor. Community is just, yeah it’s so important. Building your community, having your own community around you and finding ways to be inspired and feel connected to community too.

[01:01:38] And hopefully some of what we've covered today makes you feel that reconnection, if you already work with young people. Yeah. And if you don't then yeah, maybe this is a community you'd like to be part of and it's all a big cycle. It's never ending. There's always more to learn. There's always more, you know, work to do.

[01:01:58] There's always extra things you can learn about holding space, the business stuff. You can always expand your community or call in really specific mentors that you might need at that time and so it is a never ending cycle being a great youth mentor and most of the people in our community, I think really, subscribe to that and really invest in that.

[01:02:20] You know, in terms of investing their time in being great at what they do. And it's one of the reasons why we now have the coterie, which is the mastermind that you go into once you graduate from the youth mentor training, because there's just always new things to learn. And I wanted a space where we could keep having masterclasses and adding, you know, lesson planning examples, and new policy examples and things like that for you.

[01:02:48] So that, it's just, all there. And just the community connection, the coworking every week and stuff like that. And so this is how our program slopped on top of the framework, right? So module one is that inner work,

modules two, three, and four are the holding space stuff, modules five and six are the marketing and the business.

[01:03:14] And then we've got, you know, all of the guest experts, the alumni group, the coterie it's, it is such a big, beautiful growing community all the time. And I had a question yesterday from someone asking, you know, do they get examples and full lesson plans and stuff in this training, is that what they're buying or are they just getting the framework?

[01:03:38] And, you get both in a sense, so this youth mentor training isn't a franchise where you pay for the money and then you get delivered a whole bunch of curriculums and you teach it a particular way and there's all these scripts and you go out into the world as Shine From Within representatives and just teach, a program that we tell you to teach. It's not, that that's not it.

[01:04:02] We are guiding you through this process of coming up with your own curriculum and your own programs that are going to be suited to you. They're going to be suited to your community and then helping you get those out there. And we provide a lot of examples so that you can use those and adjust them and use them as templates, to get your own stuff going.

[01:04:23] But, I just feel like it needs to have your, needs to have some of your essence in there in order for it to, to work really well and to be ,yeah, to be your thing. So there's no point trying to tell or teach you how to run someone else's program. I think, you know, do it your way.

[01:04:50] Yeah. I think I've said that a lot already. We've got so many incredible guest experts in our training and I really encourage you to head to **youthmentors.shinefromwithin.com.au** to get a really good sense of the community, that you're kind of becoming a part of when you.. when you join the training.

[01:05:09] Yeah, I won't go into that now, because I feel like I've taken up a bit too much of your time already, but we start on Tuesday if you're watching this, you know, right at the time of when we ran the masterclass, we're getting started next Tuesday. Yeah, but we open up usually two times a year. So if you are

watching this recording, later on in 2022, then just always go to that page and you'll see that's, that's the page that will tell you whether we're open or not.

[01:05:40] Yay. Thank you, so so much for being here. It's been really, really lovely to spend this time with me. Yeah, it's been, it's been great. Ah It's getting dark, you know. I'm glad I re-recorded this for you because it cut out some of the, you know, the stops and starts and, and the chatting that we had, which was really wonderful.

[01:06:04] But, I just wanted to kind of smash through that with you and, yeah, I hope you got something out of it. Please reach out at all if we can support you. You can email **youthmentors@shinefromwithin.com.au or amanda@shinefromwithin.com.au** to connect! And, yeah, come and check out the training. I would love, love to meet you.

[01:06:24] I'd love to support you, and if you have any hesitations or questions, if you need financial assistance, anything like that, please reach out. And actually check out the FAQ's on the bottom of the sales page too, because there's an application form if you do need a 'pay what you can' application to join the training and financial limitations are holding you back.

[01:06:47] But you can also usually book in for 15 minute chats with me just to get a sense of whether this is right for you. I always love meeting new people that want to do this work. And I will always be super honest as well. Of course, there's no point bringing someone into the training that it's not quite the right fit for.

[01:07:05] So, yeah, come and have a chat with me if you'd like to. Okay. I'll stop rambling. Bye!