



facilitator resource kit.



welcome.

We're so glad you're here! Here at AW, we know that to deliver the best programs possible, we need the best team of facilitators. If you're reading this, it's because we think you have what it takes to deliver the AW magic.

This resource is your go-to for all things AW facilitation. Included in this document are all the facilitation tips and tricks we have amassed over the years, together with easy to follow guides for facilitating every AW Into Adulthood process.

Use it to build a strong foundation from which to grow your professional facilitation style and as your safety net to support you to run a process you maybe haven't run in a while.

this kit IS.

- ✓ The most reliable source of information about how to facilitate any AW program
- ✓ Full of great ideas, tips and tricks
- ✓ Backed by the latest research and evidence
- ✓ A foundational tool for you to build your skills from
- ✓ Available in hard copy and online

this kit is NOT.

- ✗ Full of the answer to every possible scenario you will face on program... but it's a pretty good start
- ✗ A script. Learn the material and what's expected of you, then add your own flare and genius
- ✗ The panacea. We still expect our facilitators to be honing their skills elsewhere, learning wisdom from others to complement their AW training

Thank you for taking the time to further your learning with us. See you in the field soon!

mary & scottie.



the AW way of being.

As you might have discovered by now, we are an outdoor adventure company with a difference. We love to challenge the status quo of program delivery and a big part of how we do that is through our *Way of Being*. Not quite sure what we mean? No worries – you will very soon. Below are the key elements of our *Way of Being*:

we work in a circle.

Creating a circle each time we gather for a discussion allows us to:

- Distinguish our time as unique and special, distinct from normal life.
- Give students a physical cue for a different kind of participation.
- See and hear everyone else in the group, and be seen and heard by them, so that in our circles at least, who we are and what we say matters.

we use a talking stick.

What we choose to share in our circle is more precious than gold. By using a talking stick, we make sure that what we share is heard by everyone. We acknowledge how rare being listened to, and just listening, is in the world.

we reinforce the sacredness of our container.

We look for opportunities to acknowledge:

- This is the work of healthy cultures all over the world.
- This is not happening everywhere in the world, yet.
- It takes courage for us to be doing this work.

we facilitate open enquiry.

As the nature of the program and its content is deeply personal, our priority in all our processes is to create a space for open exploration, rather than getting to a specific conclusion. For example, in an exploration of pornography, we encourage an exploration of the complex issues around its very real presence in people's lives, rather than a stance that pornography is bad. To create this space, there will be many instances where we will need to articulate that open exploration is the goal, and that no 'right' or 'wrong' exists in our circle.

we explore the complexity within us and around us.

The landscape we are exploring through this program is rich, complex and deeply personal. We strive to look at what is happening both inside us and outside of us, and to become better at allowing what we are thinking, feeling, saying and doing to be incongruent or even at times in conflict within ourselves or with others.

we share what is true for us.

We create an environment where there is no right way or wrong way. Everything that is shared in the group is held as valid. Things that arise that are challenging, contentious, upsetting, are explored openly and with interest. Nothing is excluded from our exploration.



we trust the wisdom of the group.

Although we have a term-by-term program of sessions to adhere to, the program can at times be held loosely. The process is powerful. It can be fruitful to allow the group to guide the direction of interest, as this will maximise their engagement. There will be times when you're just not sure what to do next, or how to do it, or for how long. This is when, as a facilitator, we can throw the plan out the window and put it to the group.

we bring fun and a sense of lightness to everything that we do.

"Fun disarms people, because it often involves a lot of unself-conscious activity."

- Mark Collard, Author of Serious Fun



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facilitator skills.



program design.

purpose.

Part of AW's strategy to instil confidence in our programs amongst customers is to ensure that the AW program design process is transparent, and evidence based. In other words, we do not leave out program design to chance. All the elements in this section contribute to programs that empower AW facilitators to deliver exceptional programs that achieve great outcomes for participants.

The program building blocks are the ways in which we structure a program to get the best outcomes for participants. The underpinning evidence is what informs AW program content and the way AW facilitators are expected to deliver each program.

program building blocks.

AW design principles

At AW we don't leave our program design to chance. AW customers have come to know that the programs they book with us are designed using a combination of rigorous research and more than two decades of experience in the outdoor education industry. The ten AW design principles underpin 100% of AW program design. They are:

1. Connection to self
2. Connection to nature
3. Connection to community
4. Risk and challenge
5. Discovery through success and failure
6. Quiet and reflection
7. Diversity and inclusion
8. Skills and service
9. Innovation and creativity
10. Research

For more information on the AW design principles, please follow the link [here](#).

NOTE: at the conclusion of every AW program, our customers are asked to evaluate their program against the design principles.

prime. pump. peak.

The sequencing of all AW programs is based on the work done by [Mark Collard](#), master facilitator and facilitation educator. Mark's program-building philosophy centres around the idea that if facilitators build connections amongst each group before delivering content, the outcomes and learnings will be much richer. The prime, pump, peak method builds on this and is a way to deliver sessions and processes that grow connection first and deliver content second. AW also uses this method to structure the overall program, as illustrated in the program building formula below.

program building formula.

- phase 1.** **connection (or prime).** This phase is all about forging connections and creating a space that is safe enough for students to be brave throughout the rest of the program. Shows up in your program as icebreakers, energisers and team challenge activities that are fun and highly interactive.
- phase 2.** **challenge (or pump).** This phase pushes the limits of students through a series of individual & collective challenges. It shows up in the middle of your program as adventure activities (rock climbing, raft-building, zipline etc.). The challenges vary from physical to emotional & intellectual.
- phase 3.** **reflection (or peak).** A feature at the end of every AW program, the reflection phase is delivered in a range of ways. It gives students time and space in nature to reflect on their learnings and connect them to their everyday life, transferring their learnings away from the camping environment into their daily lives.



underpinning evidence.

An important factor in AW customers having confidence in the programs AW writes and delivers, is that all AW programs are underpinned by research and evidence. Sometimes this looks like the structure and sequence of a program (prime, pump, peak; rites of passage framework), sometimes it looks like the content of a process (positive psychology; social and emotional capabilities; experiential learning) and sometimes it looks like a particular method of delivery (rites of passage; social and emotional capabilities; experiential learning). Below is more information on the main bodies of research AW uses in program design.

rites of passage framework.

Ceremonies to initiate community members, marking their transition into adulthood have been used by cultures all over the world for millennia. AW recognises that young people raised in non-Aboriginal Australian communities often miss out on this opportunity to celebrate and mark their transition into adulthood in a way that is meaningful and healthy (aka not schoolies). In response to this, and inspired by the work of the [Rites of Passage Institute](#) on the East coast, AW developed the [Into Adulthood program suite](#). This suite of programs is designed using the [Rites of Passage framework](#) to inform the structure and sequence of program delivery. The elements of a contemporary rite of passage include:

separation.

What might grow in the space created if I unplug?

story.

...and what might I be able to share if I feel no judgement?

challenge.

...and what if I realise, I'm not alone in my challenges and see them as a chance to grow?

letting go.

...and what if I could see the things that used to work for me but now limit me?

genius & service.

...and what if I saw my inner strengths and the difference I could make to my community?

vision.

...and what if I know, excitedly, unshakably, who I am becoming?

return/ integration.

...and what if my community supported me to be the adult I am becoming?

Some of these elements show up in AW programs as designated processes (story; challenge; letting go; visioning; the return) and others show up in the structure and delivery of the program (separation; story; genius and service).

“If you don't initiate the young, they will burn down the village just to feel the heat.” – African proverb.

resources.

[Rites of Passage Institute](#)

[Wikipedia definition of rite of passage](#)



social and emotional capabilities.

At the core of everything we do at AW, is the goal to grow the social and emotional capabilities of everyone we work with. AW programs create an environment ripe for achieving social and emotional growth, where participants leave more connected, resilient and capable than when they arrived.

According to the Collaborative for Academic, Social, and Emotional Learning ([CASEL](#)), social and emotional learning can be defined as *“the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”*

CASEL’s widely used framework for social and emotional learning identifies FIVE core competencies:

1. Self-awareness – I know my strengths and limitations. I have a well-grounded sense of confidence, optimism and a [“growth mindset”](#).
2. Self-management – I effectively manage stress, control impulses and motivate myself to set and achieve goals.
3. Social awareness – I understand the perspectives of others and empathise with them, including those from diverse backgrounds and cultures.
4. Relationship skills – I communicate clearly, listen well, cooperate with others, resist inappropriate social pressures, negotiate conflict constructively, and seek and offer help when needed.
5. Responsible decision-making – I make constructive choices about personal behaviour and social interactions based on ethical standards, safety and social norms.

(CASEL, 2017)

As facilitators of AW programs, there is an expectation that you will model social and emotional capabilities. For more info on how AW programs create space to grow social and emotional capabilities and what is expected of AW facilitators, please view the below document.

[Social and emotional learning – the AW way.](#)

NOTE: for some participants, learning socially and emotionally will be their biggest challenge on a program. As facilitators, it is important to remember that this challenge may be expressed as difficult behaviour. Participants may:

- Behave in a way that impacts others negatively
- Make ‘poor’ decisions
- Be unwilling, disengaged, disheartened, bored
- Feel frustrated, uncomfortable, scared, vulnerable
- Forget essential items, leaving things behind, losing things
- Be in group dynamics that are both isolating and powerful

Remember that there can be excellent growth from challenge and conflict. You might choose to use the conflict resolution tools provided in this kit to support your group to navigate through the above challenges if required. Sharing your experiences through story can also be a powerful way to connect and move through challenge effectively.

resources.

[CASEL website](#)

[CASEL competencies wheel](#)



positive psychology & positive education.

The areas of positive psychology and positive education are most evident in AW programs using the Rites of Passage framework (identifying one's genius/strengths) and the use of character strengths throughout programming (see Character Strengths section of the Into Adulthood processes below p. 42)

AW facilitators are required to have a foundational understanding of positive psychology and positive education, because many of AW's client schools are PESA schools. For more info please [click here](#) and have a look through the resources below.

“The aim of Positive Psychology is to catalyse a change in psychology from a preoccupation only with repairing the worst things in life to also building the best qualities in life.” – Martin Seligman.

resources.

[University of Pennsylvania – Authentic Happiness](#)

[PESA Website](#)

[VIA Institute on Character Website](#)

[VIA Character Strengths](#)

[TED Talk – Martin Seligman](#)

experiential learning.

AW programs are, in their very nature, experiential learning. Participants are separated from their usual environment and given the opportunity to learn a range of skills through first-hand experiences. Every AW program includes time to de-brief, reflect on and transfer the learnings from each activity, as well as the whole program. This reflection time is a critical element of experiential learning. The objective is to help participants connect the learnings they have experienced from an AW program to their usual life outside of programming. As an AW facilitator, it is important that you have a foundational understanding of experiential learning by familiarising yourself with the resources below.

“There is an intimate and necessary relation between the process of actual experience and education.” – John Dewey.

resources.

[Experiential Learning Info Sheet](#)

[Guide to Experiential Learning – Northern Illinois University](#)

multiple intelligences theory.

AW programs create safe spaces for all participants to explore their strengths. Multiple intelligences theory outlines why it is so important spaces like this are created for everyone. Please familiarise yourself with the theory using the below resources.

“Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.” – Albert Einstein.

resources.

[Multiple Intelligences Theory Info Sheet](#)



facilitation 101.

what is facilitation?

To facilitate, is to help something (usually a process) move along. The word derives from "facile" which is French for "easy". To facilitate, then, is literally to make something easier. Through facilitation, the instructor provides subtle "boosts" to help participants through a series of experiences which combine to create a desired effect.

To facilitate does not mean "to solve a problem" or "to do it for someone". It means doing something that makes a process run a little better. When a situation is too difficult, a facilitator is there to help. When a student or a group are having desirable experiences, the facilitator can be less obtrusive. In general, the goals of facilitation often include participants analysing and better understanding their thoughts, feelings, and behaviours.

However, facilitation can also be understood to mean all the behaviours and actions of a teacher, instructor, trainer, mentor, etc. which influence the experience of the individuals and the group. This includes subtle, unconscious behaviours of the instructor which can have profound influences on what unfolds.

socratic questioning.

Named for Socrates (ca. 470-399 B. C.), the early Greek philosopher/teacher, a Socratic approach to teaching is based on the practice of disciplined, rigorously thoughtful dialogue. The instructor professes ignorance of the topic under discussion in order to elicit engaged dialogue with group members. Socrates was convinced that disciplined practice of thoughtful questioning enables the scholar/student to examine ideas logically and to be able to determine the validity of those ideas. Also known as the dialectical approach, this type of questioning can correct misconceptions and lead to reliable knowledge construction.

Although "Socratic questioning" appears simple, it is in fact intensely rigorous. As described in the writings of Plato, a student of Socrates, the teacher feigns ignorance about a given subject in order to acquire another person's fullest possible knowledge of the topic.

facilitation principles.

learner is central

The learner is central to the process throughout, the facilitator provides the learner with a service. The principle that the success of the experiential approach to learning depends on the learners is fundamental. Therefore the facilitator must understand that learners can only make best use of their opportunities if they are ready, willing and able to become personally involved in the learning process: learners have to be prepared to actively develop their understanding, critique and evaluate the messages in their context and then work hard to apply appropriate learning.

facilitation must be light and subtle

Principle 2 Individuals can and do learn without facilitation. Learners learn experientially by reflecting on their experiences, developing personal insights and understandings through involvement in intellectual, emotional and physical activity. This can be (and often is) done by an individual without any external help. A facilitator is not a prerequisite. Experiential learning involves people in working things through for themselves and developing their own understanding, so facilitators should always be seeking ways to enable this to happen. Although effective facilitation can add tremendous value, facilitators should remember that inappropriate facilitation can hinder, rather than help learning; they should not instruct, proffer knowledge, proscribe or offer personal wisdom.



find/create experiential learning opportunities

A facilitator should help create learning opportunities and enable others to recognise and make good use of these opportunities. The facilitator can provide help during each element of the learning cycle by creating an appropriate learning environment, providing an activity that will initiate the learning process, creating an atmosphere and framework conducive to constructively critical review, (guiding thinking and challenging to developing understanding) ensuring that any conceptual thinking is progressed to meaningful conclusions and opportunities for improvement identified. Facilitation is a complex and skilled process.

reactions to experiences vary so don't pre-judge

You cannot predict the learning an individual will take from an activity. Because individuals are personally involved in experiential learning individuals can take very different messages from a single event. An obvious example is one where a person fails to listen to another. If they are to learn, both individuals need to understand their part in their failure to communicate, but the causes could be numerous and therefore each person's learning very different. So for example, behaviours seen in an individual who isn't heard could be; doesn't express ideas clearly, doesn't check the 'listener has understood', speaks when the other person isn't ready to listen, doesn't help the listener understand the significance of the information, fails to develop the idea, backs down when challenged, etc. Similarly, example reasons why a 'listener' doesn't listen could be; doesn't see the issue as being important, had prejudged the issue, is distracted by personal thoughts, doesn't respect the other person (and or their views). Therefore, one event can provide the individuals involved with quite different or even diametrically opposed learning.

single events can enable several different learning effects

There is potential for the learning to be at several levels. In the example used in note 4 above I gave behaviours for not being heard, but reasons for not listening. Typically addressing and developing behavioural change is less challenging than addressing the reasons. Taking the example from above, it can be seen that there is a hierarchy of challenge that the facilitator can encourage the learner to address: realising the need (e.g. I won't be listened to if the other person is speaking) developing the skill (e.g. speaking clearly and concisely) developing the confidence or self-esteem (e.g. believing that I and my views are of value) challenging personal attitudes (e.g. questioning personal drivers and belief systems).

build confidence before addressing attitudes and behaviour

Developing basic skills in a supportive environment is relatively simple, changing day to day behaviour is another matter. After having read this note it might be tempting to go straight to the fundamentals and target attitudes first. (If you have a positive attitude and personal confidence it is easier to implement personal change.) However, remembering that the learner must want to learn, it is far safer to build the learners confidence through success with skill development and behavioural change in simple or superficial areas first. When some progress has been made you can consider raising and tackling more fundamental issues like personal confidence and attitudes to others. It's worth being aware however, that a knock-on effect of individuals beginning to use new skills and realise their benefits can be a growth in self-esteem and personal confidence.

the activity must be real and engaging - not based on artificial impact

A learning activity is a means to an end, not an end in itself. The purpose of an experiential learning activity is to create an opportunity for valuable and memorable personal leaning. The ideal activity will engage, stimulate and challenge with individuals becoming absorbed in the task as themselves. It will not involve role play in a conventional artificial sense. All activities must be designed, managed and facilitated carefully so that the activity has



impact, but it isn't so memorable that these 'activity memories' override the impact and memory of the learning. If this happens the lasting memory may be an aspect of the activity, not the learning that was realised.

ensure activities allow adequate and meaningful reviews

An effective activity provides the opportunities for learning with as few distractions as possible. It can be great fun to run 'big activities' (although some people hate them) and there is no doubt that 'ropes' courses (as 'outward bound' activities are referred to in some parts of the world) and outdoor team challenges can generate real learning opportunities, but take care. Besides the risk of big events overpowering their intended lessons, the duration of these activities often means that many learning opportunities are lost; valuable incidents can get forgotten or overlooked or submerged in the complexity of the task. Although less memorable in themselves, running several short activities (10-30 minutes) each followed by its own review will often have far greater long-term impact than one big activity.

careful reviews of activities are crucial

The learning review is a vital stage of every activity. It should be planned as part of the design, not left to chance. Reviews can take many forms, but all must engage the learners. The ideal review will involve the learner in personal thought, challenge and discussion before coming to some form of conclusion. It is often useful if a period of individual reflection, guided by open-ended or tick-box questionnaires, is followed by a facilitated discussion. If it is to be of real benefit, the review must be an honest critique of what happened and the contributions of each individual. Real issues should not be swept under the carpet, but equally criticism must be constructive.

accentuate the positives

Concentrate learning and reviews on the positives more than the negatives. It is all too easy to focus on the negatives, but this can seriously undermine confidence in the whole idea of learning and development if the negatives are over-emphasised, especially for people who are not especially robust. It's obvious that if something goes wrong, or just doesn't go as well as we hoped, there will be benefit in review and change. It can, however, be equally beneficial to review what's gone well. It's not only motivating to recognise and focus on success but finding out what caused the success and seeking ways to make greater or wider use of it can reap tangible rewards.

use stimulating questions in reviews, especially for groups discussions

A review discussion is an opportunity for learners, helped by the facilitator, to develop their own understanding and draw their own conclusions. The role of the facilitator is to enable others to learn by drawing out the issues and developing the learning that is relevant to the individuals. The facilitator should ask questions that will stimulate thought about relevant issues and enable the group to use answers given to develop further thought and learning.

resist temptation to give answers - ask questions only

Don't tell people what they should learn. An observer is in a privileged position, often seeing aspects that are not obvious to others. If you observe a point that isn't raised during a review it is legitimate to raise it, but only through questioning. If, despite questioning, individuals don't relate to the point, there is no benefit in pursuing as any 'learning' will not be theirs. A better option is for you to run another activity designed to focus more attention on this specific point. Whatever happens, don't be tempted to provide a 'professional analysis' as this approach takes the ownership of the learning away from the individual.



have faith in people's ability to learn for themselves

Believe in the learners: they can and will make experiential learning opportunities work for them. To be an effective facilitator of experiential learning you have to believe, really believe, in others. You have to believe that they have the potential to make progress and be committed to the fact that your role is to provide opportunities for others to learn and progress.

it's about them not you

Forget your ego. Your success is individuals capitalising on their personal learning. As an effective facilitator you have to be satisfied with the knowledge that you offer and develop opportunities for others to learn, many of which will go unused or undervalued. You have to accept that you are not offering 'tangible and technical' contributions and therefore will not be able to look back and say, 'I taught this person x or y'. If you're lucky however, every now and again in the years to come you will hear of some far-reaching consequences that will go way beyond what you might have hoped or imagined.

getting started

Perhaps not surprisingly the best way to start is to experience facilitating - have a go at it: experience the process. Find a group of people who are happy to be 'guinea pigs' and just try a simple activity that is tried and tested. Think about the activities you've experienced yourself in the past. Talk to other people. Ask the potential delegates if they have ideas and preferences or recommendations.

the power of framing conversations.

Framing conversations in the context of an AW program is about two things: setting an approach(how) and setting a context (why). Framing will deepen participants' engagement in the conversations by enabling them to consider, explore, listen, understand and share.

When a conversation is framed well, participants will understand how and why to contribute. They will be:

- thinking "This is relevant or timely for me".
- feeling at ease with the newness, unusualness or challenging nature of the conversation".
- thinking "I know how to contribute, and what belongs in the conversation".
- thinking "There is no right/ wrong here".
- feeling curious about the similarities and diversity of their peers' ideas.

Here are 2 real examples of this, as applied to two Into Adulthood processes:

1. Framing a Child/ Adult thinking conversation (example)

"As we move from child to healthy adult there are some major shifts that take place in our actions, our needs, our expectations of others, our relationships, our freedoms, our attitudes. I want to introduce you to a way of thinking about these changes that will give you more power and control over the kind of adult you want to become. The amazing thing is, most adults have never even been shown this way of thinking. So, you're already ahead of most people.

These child/adult cards are just a way of us understanding some of these shifts in our thinking. It's important to understand that as an adult, I can still sometimes exhibit child



thinking. I'll give an example from my own life... At the same time, I can see healthy adult thinking in my life too, for example...

You might look out at the world, or watch the news, or look at your family even, and see adults who might be showing child thinking from time to time.

The thing is, when we practice the skill of observing and understanding our child and adult thinking, then we get to make more powerful decisions about our lives and the way we want things to be. Sound like something you're up for?

So, this conversation is about exploring what it means for you to move from being a child to being an adult. You get to start thinking about what you want to leave behind - stuff that no longer works for you or the people around you, and what you want to move towards - the ways you want to be an amazing, powerful, independent young adult. Your thoughts matter most here, not anyone else's. No doubt, if we are feeling totally safe to share, we'll hear plenty of difference and plenty of similarity as we go."

2. Framing a Group Values Contract (example)

"We've just heard from everyone about how we each want this experience to be - how we want to feel, what we want to experience, what we want to learn. Notice all the similarities. Notice also all the differences, and how individual some of what we want is.

A healthy, thriving community, a community that values diversity and is committed to being stronger because of its diversity, might now consider: How are we going to be as a group so that each of us gets exactly what we came for, so each of us is happy, growing and cared for? Plenty of communities might not take that approach. Some might just listen to the loudest voices, or the biggest, the wealthiest, the strongest, the ones with certain coloured skin etc. We are going to see if we can make it work for everyone. Worth a shot?

Ok, so let's go around the circle and hear from everyone who wants to contribute. The question is: How could we be with each other to make this the most memorable experience for everyone? What could our group values be? What will be most important for these few days?"

One more option is to draw on the wisdom of the group to help frame the conversation. For example:

"Lastly, I want you also to consider using your skills of interpretative questioning to draw on the wisdom of the group to assist in framing your conversation. We can ask questions such as:

- What difference might it make for us as a group to discuss...?
- In what ways is it the perfect time for this conversation?
- How unusual is it for us to be having a conversation about this? Why?
- What skills could this conversation be helping us grow?
- What might be most difficult for us about this conversation?
- What might stop us from having our say?
- What do you think the world would be like if everyone considered this?



four ways to grow adult-adult relationships.

Students show up in a variety of ways in the early stages of Into Adulthood. Remember, any time we sit in circle with young people we step into a status and relationship that may have been set up for many years before we show up. Young people may very naturally see us as having higher status, having ideas about what is 'right', having more of a say, more freedom, perhaps lacking empathy, and thinking we are the experts. These can be symptoms of child-adult relationships.

If you're wondering why it feels hard sometimes, one reason may be that it's our role to create space for adult-adult relationships with adolescents who may or may not be ready for this. One example of this: one morning on camp, after most of the group were kept awake by him throwing pinecones at tents until 1am, a year 8 boy said to the facilitator "It's your fault for not telling me off!"

Here are 4 things we might convey verbally or energetically to any group we are facilitating to begin to more quickly transform the nature of our relationship to them:

1. I am equal to you, not above you.

This means:

I don't have a greater say in how this goes than you do. If I am upset by your behaviour, I'll share that. I won't tell you how to be. I ask the same of you. If it all goes to shit, if we get lost, or we don't eat, I'm one part of the reason and the solution.

2. I am not some perfect adult; I just strive to grow.

This means:

If you think I'm an expert on being a woman/man, I'm happy to share more about the true me. When I ask you to look at what's true for you, I am striving to learn more about myself too. Sharing what is true for us will be profound. But that will take time for me and for you to feel safe.

3. I am not here to teach you anything. I'm here to help us learn from each other.

This means:

You are the expert on how it is to be you. I'm only the expert on me. I don't have knowledge to give to you. The learning happens in you. I only have questions. You may think I have an answer in mind. I don't. Instead, let's see what's true for you. I won't rescue you from your decisions. Instead, I'm by your side as you grow from them.

4. I have a plan, and certain skills, but I won't nail it every moment.

This means:

While I have skills in making space for us to grow, every group, every moment is new. I want you to try out my activities and conversations, and I want to try your ideas too. If what we are doing doesn't seem fun and relevant, speak up and we can make it worth it.

For some of these young people, it's a little like they think they're turning up to sit back with popcorn and watch a film, only to be told that they have the lead role, no script, and filming starts in 5 minutes!! The quicker we can support them to step in the better.



four quadrants of facilitation.

<p>Intentional - Overt These are things an instructor does intentionally, and these are noticed by students. e.g. 1. A facilitator shows us how to make a fire. 2. A facilitator uses Socratic questioning, when debriefing with a group. 3. An instructor counsels or gives verbal feedback to a participant.</p>	<p>Intentional - Covert These are things an instructor does intentionally, but they are not noticed by students. e.g. 1. As a group are sitting down to have a discussion, the facilitator intentionally places him/herself next to a student who he/she wants to begin the discussion. The instructor then casually indicates to go around in the direction of the person next to whom he/she has sat.</p>
<p>Unintentional - Overt These are things an instructor does <i>without intending</i> and they are <i>noticed</i> by the students. e.g. 1. An instructor is naturally warm-hearted (without realizing) and this quickly makes students feel accepted and excited about the program. 2. An instructor unintentionally uses gendered language which upsets several participants.</p>	<p>Unintentional - Covert These are things an instructor does <i>without intending</i> and they go <i>unnoticed</i> by the students. But it does affect individual's experiences and has subtle socio-psychological impacts. e.g. 1. As a group are sitting down to have a discussion, the facilitator unintentionally sits either too far apart from the group (e.g., is ego-centric) or unintentionally too far into the group circle (e.g., is anxious, shy). The group don't consciously notice but it effects the way participants respond to the instructor. 2. An instructor uses gendered language, and this goes unnoticed by the group but it contributes to underlying gender issues and tensions within a group.</p>

four quadrants cont.

Many definitions, theories and practical approaches to facilitation only focus on intentional efforts. Basic "group debrief" type facilitation training, for example, seems to assume that everything (or at least the important stuff) happens in the conscious minds of both participants and instructor (*overt-intentional facilitation*). Facilitation theories and training which use insights from psychology and group work tend to include more focus on unconscious, subtle, socio-psychological processes (unintentional and covert facilitation).



holding a talking stick circle.

purpose.

The reason AW chooses to operate in circle is to:

- Create and provide a safe environment for groups to share stories, feelings, emotions
- Support participants to practice deep listening

when to use a talking stick circle.

Below are the most common circumstances for using a talking stick circle:

- As an opening/closing process for feedback and evaluation
- As a check in/check out to identify emotions feelings and group energetics
- To address a specific issue or subject in group dynamics/process, i.e. how do we think the team is communicating at the moment?
- As a method to share stories to ensure that all have opportunity to speak
- As an environment to gather collaborative ideas/brainstorming to ensure that all in group are heard

when NOT to use a talking stick circle.

- If group is not cohesive or there are people in the group not respectful of the process that are likely to break trust and safety for others
- If you haven't got the right location – cold / too hot / no shade/ uncomfortable
- If the timing is not right i.e. If the group are hungry
- Resistance to the process – body language, language (oh not another circle). Try fun activities to get them cohesive, relaxed laughing working together (flinch, bang etc.)

talking stick rules.

It is critical that early in any program, before any talking stick circle, the group is reminded of the rules. This serves to increase the safety of the group and the container that the group is building.

The rules are:

1. Confidentiality – please read the section on mandatory reporting below.
2. Just listen – no advice, fixing, commenting, delving correcting, jokes
3. “I” statements – talk from your own perspective, not others or group assumptions
4. It is OK to pass

tips for holding an effective talking stick circle.

- Set up clear instructions, expectations and boundaries at the beginning
- Remind group of mandatory reporting
- Build momentum and the level of sharing as the group begins to feel more comfortable – don't dive straight into deep sharing
- Model behaviour and level of sharing – consider the level to which you share and the purpose of your story – our aim is to share wisdom – learnings – character strengths – consider the impact on the group of what we are telling them
- Be comfortable with whatever level the group is at – allow passing and NEVER force sharing or holding on to the stick
- Be comfortable with silence – someone will eventually fill the gap – it doesn't need to always be you



- Respond simply with thanks. Further acknowledgement is not needed – there is no right or wrong way to share – we aim to not bring attention to any one person in the group
- Remember to check our shit at the door – notice when we are triggered - consider how we respond to ensure that the focus remains within the group – this is about the group and not us.
- Keep a check on the rescuer in us - even if someone is upset as they share, we maintain the integrity of the process and hold the space for them to express and feel their emotions. We thank them and move on to the next person. We can check in with them after the process and see what support they may need from you, the group or the school
- Try starting first check in with a word – next one three words – moving gentle into sharing more
- Don't be concerned about providing advise in-between sharing if you need to readjust the pace or bring it back to subject i.e. *Thanks for sharing that John but we want to stay focused on the challenge or what the question is which is*
- Make sure that you address behaviour that breaks the safety i.e. talking laughing fidgeting and remind them of the brief i.e. *ask John to hold his story or sharing for a moment while we wait for others in the group to bring their energy or attention back into the circle and show John the respect we are creating here for everyone.*
- If a child is so uncomfortable that they leave the circle (e.g. this is shit / this is boring I am out of here) hold the space for the rest of the group by naming and acknowledging difficulty for some e.g.; *OK it looks like there is someone who is finding this difficult which is OK - so let's try as group to refocus bring our energy back into the circle (aim to continue if you can – ask teacher to stay with person who has left circle)*
- If the group is unable to maintain the space/keep quiet/show respect (i.e. it all turns to shit) cease the process, name it, acknowledge and redirect to another activity. Don't be upset or angry with them – you don't own the process. *E.g. OK guys I am noticing that some people are struggling to be a part of this process/ are finding it hard to stay present / keep the energy in the circle - so - let's have a time out - we will have another opportunity to revisit this discussion / story at another time)*
- Don't get stuck on the process – if it's not working or it's not fun – call it / finish it and try something else. Remember it is the behaviour not the child

things to watch for.

- The “amateur counsellors” or “that happened to me”. Stop any discussion or ideas to help by reminding them of the agreed rules
- The joker – remind the group respectfully of how humour can appear disrespectful or dismissive if used at the wrong time

the STOP button.

The intention of a talking stick circle is to provide a safe and inclusive environment for all participants to talk, discuss and share stories. We do not decide what is or isn't OK to talk about and we may be opening a space where, for the first time, participants find a safe place to talk about things that are important to them.

We are not intentionally encouraging an environment for participants to share their deepest secrets, feeling and emotions but this is also a space where it can happen. This can add to



the energetics of the group and create a deep connection and sense of being supported and not alone. However, we must not lose sight of our broader responsibility towards the safety of the whole group or that of an individual outside of the container.

We need to be conscious of the content of conversations and where we feel that the group at large could be vicariously traumatised due to the content being shared. We also need to consider how safe an individual may be once back in school or home environment after sharing.

Things to consider that may require you to STOP a process or step in to stop someone from sharing:

- Level of safety within the container
- Level of safety outside of container i.e. back at school or home environment
- Content of disclosure (graphic, descriptive, aggressive or violent language or trauma)

It is OK to gently but firmly close a process and take the following steps:

1. Manage individual - Acknowledge appropriate level of sharing and discussion. Gently remind them of mandatory reporting requirements
2. Manage energetics of group - Redirect to group values contract and appropriate behaviour, confidentiality
3. Close process – redirect activity
4. Seek individual conversation with student
5. Liaise with teacher to inform school if mandatory reporting is required
6. Inform AW camp director as soon as safely possible who will inform school camp director
7. Develop plan of action in conjunction with AW and school leaders

mandatory reporting.

AW programs create a space for conversations about things that are important to participants. For some young people, it may be the first time they have experienced that level of safety or opportunity to be heard. With this can come the risk of disclosure by young people of issues that require AW staff to report back to the school. This is done to ensure the safety of the young person is prioritised for the duration of the program and after their return home. AW staff are required to report disclosures of the below nature to the school's head of year as soon as possible:

- Intent to self-harm or cause harm to others
- Instances of current or past sexual abuse or neglect

It is important that prior to the first talking circle with a group, the AW facilitator, outlines this to participants using the below script:

“Before we get started, I want to let you all know about the 4 talking stick rules. The first rule is confidentiality, which means, what is shared in the circle, stays in the circle. However, there are two exceptions to this. They are: if anyone discloses anything that causes the teacher or I to believe that you are at risk of harming yourself, others; or that you are experiencing any sort of abuse or neglect. In this case, we will need to report up to your head of year so that you can receive the appropriate support. Can I get a show of hands that everyone understands this please?”

For more information on mandatory reporting, please visit the [AIFS website](#).



managing conversation depth.

purpose.

Every AW facilitator has a responsibility to notice and respond to reactions by participants in response to the depth of various conversations. AW programs strive to create safe spaces for important conversations and if we get this right, it can be a space full of growth and connection. Conversely, if we get this wrong, we can open spaces which are unsafe, which can show up in several ways, from a hesitance to participate to overt resistance. Below is a table of examples for how our actions as facilitators can impact the experience of participants:

delivery.

On any AW program, facilitators are expected to meet the group where they are at. Sometimes this looks like a group who are already well bonded, with trusting relationships. Sometimes it can look like a group put together by teachers where the bullied are forced to participate alongside their bully/ies. Spending time getting to know your group and the dynamics that already exist, put the facilitator in a stronger position to manage depth. Keep an eye and ear out for the below cues and use play, joy and fun to strengthen the safety of your group's container from the start. This will enhance the chance of deeper connections growing within the group.

	FACILITATOR ACTION	PARTICIPANT REACTION
TOO SHALLOW	<ul style="list-style-type: none"> The activity is not stimulating Not enough context provided Group has not been enrolled Failure to read the group 	"This is shit/boring/stupid" (in a tone that is boredom)
THE ZONE	<ul style="list-style-type: none"> A safe container is established Hearing people share openly Everyone is included Noticing the little things Making time for one-on-one interactions Lighting up with curiosity for EVERY participant 	"I like this challenge" "I don't feel judged here" "I belong" "Wow, I thought it was just me" "It feels OK to be my true self" "My connections with everyone feel stronger than before"
TOO DEEP	<ul style="list-style-type: none"> Forcing participants to share Probing Too much, too soon Not reading the group Choosing 'favourites' Gravitating to those who participate 	"This is stupid" (in a tone that is fear/shame/anxiety) Involuntarily sharing harm "My facilitator doesn't like me" Actions symptomatic of rejection/abandonment "No-one cares what I say anyway"

Every AW facilitator should be aiming to get participants into 'The Zone'.

More on this below.

the zone.

	participants are...	because we are...
thinking.	<p>I belong here This is fun I feel challenged but capable I am safe I can do this My group supports me</p>	<p>Growing enrolment Supporting 'difficult' students to buy-in to the full value contract. Creating space for open community discussion around individual or group behaviour. Creating a safe container Allowing space for silence if no one is ready to share. Validating their experience; what they're thinking, feeling, saying and doing. Respecting the talking stick rules and asking them to.</p>
feeling.	<p>Heard Connected Not alone Safe A sense of belonging Their emotions as they come Resilient to challenge</p>	<p>Acknowledging that this is an unusual and perhaps challenging conversation. Encouraging self-awareness Creating moments to listen outwardly and inwardly. Allowing open enquiry Reminding them that this is an open enquiry into their own personal experience. Supporting them to find their own level of sharing, participation and challenge. Modelling respect, awareness and vulnerability Naming and talk about our emotions.</p>
doing.	<p>Sharing stories, thoughts and feelings Taking responsibility for actions Coming out of their shell. Building on the ideas of others. Stepping into leadership roles. Developing new friendships. Finding solutions to issues affecting their community.</p>	<p>Explaining activities and processes clearly and testing for their understanding. Sharing stories from our own lives authentically. Being clear about the question we are considering. Being explicit about our intentions. Acknowledging when a sense of 'getting it right or wrong' is stopping us. Acknowledging when we screw up, or judge or invalidate another. It will happen. Being punctual and keeping to time. Letting students know what to expect, so they can manage their expectations. Looking within to identify and share our boy/ girl behaviours when they arise. Modelling emotional awareness, when we are challenged. Modelling respectful language and behaviour. Being explicit about why we are doing an activity and the skills we are developing</p>
saying.	<p>Sharing about the stuff that feels big. Acknowledging how they are feeling. Encouraging each other.</p>	



pitching at the appropriate level.

purpose.

AW clients are diverse. They come to us seeking a vast range of programs to meet a variety of needs. For this reason, it is important that AW facilitators feel confident in their ability to meet a group whether they are at, pitching content and activities at the appropriate level. This could mean that even when the outcomes a group wants to achieve are the same, how a facilitator supports the group to achieve those outcomes may differ.

delivery.

In terms of program delivery, it is impossible to account for every group type and factor in the many activities/processes a facilitator might need to deliver, therefore, for the purpose of this, below is an example of ONE process (honouring), pitched 4 different ways, to 4 different groups. NOTE: if you're ever unsure, ask your colleagues for wisdom!

Year 6s (2-day, activity camp)	Year 8s (1-day, in-school)
<p>Keep the session fun, engaging and creative. E.g. invite students to go and find a leaf big enough to write on from the bush. Have them write their name on one side then place in the middle of the circle on the ground, face down. One-by-one invite students to go in a choose a leaf. They then spend a few minutes on their own coming up with one strength to write on that person's leaf. Once done, have the students present the leaf back to their owner and tell them why they chose that strength. Allow time for everyone to write strengths on the leaves of others so students leave camp with a memento of their experience and a reminder of their strengths.</p>	<p>Connections won't have had much time to form in this setting, so keep the session light and focused on honouring strengths witnessed on the day. One way to do this is through an extended check-out circle. Use a tennis ball/unicorn and throw it to a student, modelling how you want the session to go. Once the student catches it, say something along the lines of "you made my day better today by...". Remind students to honour character strengths/internal qualities, not external appearance/qualities.</p>
Adults (1-day, corporate program)	Year 9s (4-day, expedition)
<p>As an adult group, there might be an opportunity to engage the group in a more meaningful ceremony, but there might not be too. One example of pitching an honouring to adults: "In today's society, the opportunity to acknowledge and honour each other, in front of others, for our strengths and internal qualities is rare. Our lives can be saturated with messages that beauty and other external qualities are the most valuable to our community. Hopefully what we've experienced as a group today has challenged this. So, in a moment, I will invite you to take a moment and think about who in this group has made your experience better and why, then we'll take the time to acknowledge each other."</p>	<p>On a longer program, there is a wonderful opportunity to dig a little deeper with your group and hold a more ceremonial honouring that takes time and care to deepen the relationships in the group. Challenge the group to create a ritual space/throne for the ceremony. Hold it at night around the fire for extra magic. Always model an appropriate honouring to the group so they feel comfortable knowing what is expected. This should be a student-led experience, save your honouring of individual students until the end of the program, during the final check-out or at the parent homecoming ceremony.</p>



managing the energy of a group.

purpose.

AW programs can require a lot of energy, both mental and physical, to be expended by participants. Over any program, irrespective of length, there will be ebbs and flows in participant and group energy. Learning to manage these fluctuations is an important part of becoming a skilled facilitator. Being attune to the changing levels of energy in a group enables a facilitator to adjust program delivery to ensure participants are getting the best experience possible.

delivery.

There are different energy levels required for different activities and processes. For example, if a facilitator is about to hold a talking stick circle, they will achieve more by focusing the energy of the group down and inwards. On the other hand, if the group is about to undertake a physical challenge on day 3 of a program and they are all exhausted, there is benefit in the facilitator priming them with an energy lifter.

focusing energy IN.

- Invite the group to go quiet and just listen to the environment around them
- Use a quiet, calm voice when addressing the group
- Model the level of energy you are seeking
- Invite participants to spend solo time in the bush, reflecting before starting an activity
- Use a guided meditation or mindfulness exercise to create stillness
- Invite the group to sit and focus on something in the middle of the circle

expanding energy OUT.

- Lift your own energy, participants will look to you for a guide on what's acceptable
- Move the group from sitting to standing or walking to running or standing to dancing
- Introduce an energiser from your toolkit
- Pair participants with lower energy together with participants who have higher energy
- Encourage play, fun, silliness and create opportunities for these qualities to shine
- If all else fails, play camouflage!

Managing the energy of a group should be covert. The group itself should not be aware that their energy is being influenced by your facilitation techniques. Don't be afraid to ask the group how they are travelling though. A little bit of tiredness is an essential part of the challenge of an AW program. However, if a group is exhausted to the point that they are not able to gain any benefit from various activities/processes, then outcomes will be impacted negatively. Meet the group where they are at and if what they need is rest, find ways to carve that into your day's delivery.



energiser toolkit.

purpose.

At any moment during a program, an AW facilitator could be required to reach into their facilitator toolkit and pull out an energiser or game or icebreaker. The ability to be responsive, flexible and prepared for any group is the marker of any skilled facilitator. AW uses energisers for several reasons, including (but not limited to):

- to build connection
- focus the energy of a group inwards
- expend some energy outwards
- shift the dynamics of a group
- create moments of fun and joy
- to prime the group for an activity to come

how to build your toolkit.

There are many resources available to emerging facilitators, as well as regular opportunities to learn from your peers. Below are some ideas for expanding your energiser toolkit:

1. Go to www.playmeo.com – a mega resource for hundreds of fun, engaging activities/games/energisers to run with any group. Lots of the website is free, but if you want to take full advantage, grab a membership, you won't regret it.
2. Attend AW masterclasses and trainings. AW regularly puts on opportunities for facilitators to grow their craft.
3. Watch your peers work. Any opportunity you get to watch one of your colleagues weave their magic, take it.
4. Collaborate with the tribe. Got a break between sessions and need some inspiration for a good energiser to run? Ask your colleagues. There is an abundance of knowledge in the brains trust of AW and collaborating/sharing ideas is one of the best ways to grow your toolkit.

managing your energy.

purpose.

AW programs can require A LOT of energy. As the facilitator, you are responsible for the care of a group and yourself in an outdoor environment. Whether the program you are on is 1 day or 10 days, it is important for your health and wellbeing that you have some tools for managing your energy through the course of a program. AW facilitators are expected to model self-awareness and self-care and participants will look to their facilitator when times are challenging, and their energy is diminishing.

tips & tricks.

1. PLAN BREAKS – Look at your program and see where the times are that you will be able to carve out a break. Sometimes breaks are allocated in the programming (activity camps), sometimes they are not (journey-based camps and expeditions).
2. EAT WELL – good nutrition on program is essential. Not only will it fuel your body better, but participants may be looking to you to model these healthy habits.
3. KNOW YOURSELF – Reflect on the things that GIVE you energy, and the things that DEplete your energy. If play and joy energise you, join in with groups for gameplay. If solo time energises you, arrange with your teacher to tap out for 30min and go for chill time in your tent. Make sure you return the favour though!
4. GROW YOUR SKILLS – it can be exhausting managing a group in the outdoors, especially if the outdoors is not your usual place of comfort. The more you can grow your skills, the less energy you will need to spend thinking about the little things, like where to pitch your tent.



active listening.

purpose.

The ability to listen actively is fundamental to effective facilitation. AW facilitators are expected to develop and maintain exceptional listening skills so that our customers leave their program feeling seen and heard. A simple way to test your listening skills, please complete the questions below.

listening skills survey.

Score your listening skills by using the below survey:

	Always	Usually	Seldom	Never
Do you let people finish what they're trying to say?				
If the person hesitates, do you wait or encourage them – & not take this opportunity to jump in with your reply?				
Do you withhold judgement about a person's idea until they have finished?				
Can you listen fully even though you think you know what they are about to say?				
Can you listen non-judgmentally, even if you don't like the person who is speaking?				
Do you stop what you are doing and give full attention when listening?				
Do you give the person appropriate eye contact, head nods and non-verbals to indicate that you are listening?				
Do you listen fully, regardless of the speaker's manner of speaking (i.e. Grammar, accent, choice of words)?				
Do you question the person to clarify their ideas more fully?				
Do you re-state /paraphrase what's said and ask if you got it right?				
If you have had what you think is a similar experience do you avoid sharing or comparing this experience?				
If you feel you know something about the subject being shared are you able to NOT give your opinion?				
TOTAL				

Never = 1pt | Seldom = 2pts | Usually = 3pts | Always = 4pts

39-48pts – Outstanding Listener

31-38 – Good listener (reflect on areas you might like to improve even more)

26-30 – Need work (reflect on what areas to work on to become a better listener)

0-25 – Uh oh (it's time to reach out so we can grow your skills in this area)

“*We have two ears and one mouth for a reason.***”**

– Lara Whitworth.

de-briefing 101.

purpose.

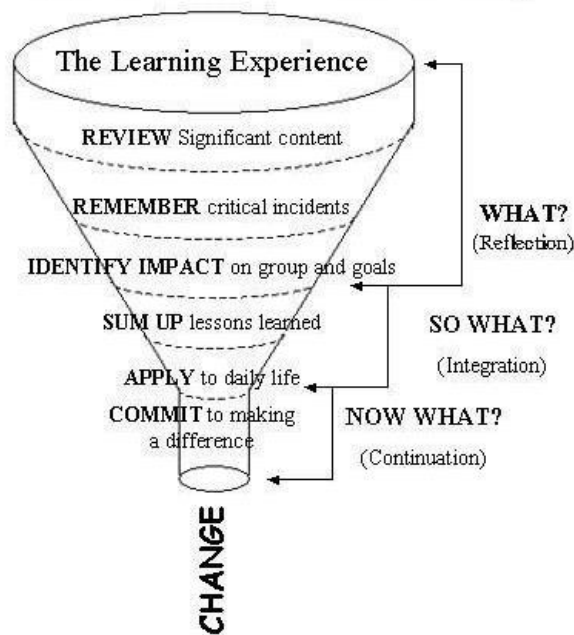
De-briefing is one of the most effective ways of distilling and reflecting on learnings from any given activity or experience. In the context of AW programs, we use de-briefing to transfer learnings from a camp environment into the non-camp lives of participants. The aim is to make their experiences relevant to them outside of the camping context. When done well, a de-brief can create a space to express emotions, thoughts, feelings and observations. It can also open an environment where challenges can be articulated, and conflicts resolved.

delivery.

De-briefing must happen after EVERY activity on an AW program. There are MANY ways to de-brief an activity/experience/incident. As a base for facilitators, AW recommends you become familiar with the below techniques:

FUNNEL DE-BRIEF

The Funnel Model of Debriefing



ORID DE-BRIEFING/SH*T TO GOLD (If resolving conflict)

Ask 4 rounds of questioning, following the below order:

Observational – fact-based. What did you notice? What did you see happen?

Reflective – personal responses. How was that for you? What challenged you most?

Interpretative – drawing out meaning. How might this relate to...? What have we learned?

Decisional – Elicits a resolution/action. How are we going to action our learnings? What might we do next time that's different?



de-briefing questions.

Below is a comprehensive bank of de-briefing questions for you to use while you are growing your skills as a facilitator.

GENERAL QUESTIONS

- How did you feel during the activity?
- What challenges did you face?
- What did your team have to do or believe to be successful?
- What positives can you take away from the activity?
- What was your plan for the activity? How did you come up with it?
- How can you apply what you learned from this activity in your life or the workplace?
- How did you feel when you were initially briefed?
- What advice would you give to any other team working on this activity?
- What would you do differently next time?
- What surprised you the most?
- What did you enjoy about the activity? What didn't you enjoy?
- What lessons can you learn from this challenge?
- How well do you feel you contributed as an individual to the task? What was your role?

COMMUNICATION QUESTIONS

- Do you feel you communicated well as a team?
- What changes would you make in how you communicated?
- Did you listen to others in the team?
- Did everyone have some input?
- Did everyone understand the plan? If not, why not?
- How did you ensure everyone knew what was happening?
- How did you communicate your ideas?

LEADERSHIP QUESTIONS

- What is good leadership?
- Did anyone take the lead during the activity?
- Can you have more than one team leader?
- How did your leader manage the group? Were you allocated responsibilities?
- Was your leader a good leader? Why?
- How important was communication when leading?
- Who was responsible for the success or failure of the activity?
- What key qualities does a leader need to have?
- What is the purpose of a team leader?

PROBLEM SOLVING QUESTIONS

- What is a goal?
- Does reaching your goal determine success?
- How do you achieve your goals?
- How did you come up with your idea or solution to the problem?
- Did your team try different ideas? If so, why did you change your approach? What can you learn from this?
- How important was planning? Did everyone have a role during the challenge?
- Did the group have a clear action plan and how did you come up with this?
- If you failed, what happened next? How did you move past it?
- Did you spend time reflecting on your approach? Why was that important?
- Did you adapt your approach to the task at any point? Why did you change it?
- What did you learn about solving problems during the activity? How can we use this in the future?
- Why is goal setting important?



TEAMWORK QUESTIONS

- Do you feel you worked well as a team?
- How did you help your team during the activity?
- Did the whole team agree?
- Did everyone have an input?
- What did a fellow team member do that was helpful?
- Did anyone in your team surprise you?
- How important was the support of your team?
- When do we need support from others in life or the workplace?
- How did you support others in the team?
- Did anyone feel left out? Why?
- What helped you or stopped you from achieving the outcomes?
- Did you trust your team during the activity? Why was this important?
- How did you overcome negativity in the team? Did this affect, how you approached the activity?
- Looking back, what do feel is the most important element of teamwork?
- How would you rate your teamwork between 1 and 10? 10 being the best value.

REFLECTION QUESTIONS

- If you had to do it again, what changes would you make to your approach?
- Think about your own personal experience in the activity, what would you do differently next time?
- Looking back on the activity, what two things stand out to you the most and why?
- What did you learn through this experience and how can you use it in the future?
- Before moving on to the next challenge, I would like you to identify one area where you feel you could have contributed more.

FAILURE QUESTIONS

- Since you were unable to solve the problem, does this mean your team failed?
- How did you feel when you failed the activity?
- What did you do to turn things around?
- Is failure a bad thing? Why do you think that?
- What is more important the completing the activity or learning about ourselves and our team?
- How did you support others when you found the activity difficult?
- What did you learn about yourself and your team from the failure of this task?
- What would you do differently next time?



mindfulness and meditation.

purpose.

AW programs all contain opportunities for participants to go quiet and reflect. They are designed to create the antithesis of daily life where there is the physical and mental space to come together in shared solitude. It is a critical outcome of AW programs that participants have had the time to think and space to check in on their minds and bodies. In doing so, they can get to know who they are and who they are becoming.

Mindfulness and meditation are key tools for achieving this, giving participants:

- A quiet mind - quietude to become aware
- Awareness building to self-restraint - discriminating choices
- Endurance or resilience - Realising something sustainable within
- Less interest in worldly charms – resistant to temptation to compare/buy/be
- A congruent mind - not blown by the wind
- A desire for happiness - this state feels good we want to maintain it

definition.

Mindfulness can be defined as:

“Raising our awareness by paying attention, on purpose, in the present moment, non-judgementally, with kindness and compassion.”

– adapted from Jon Kabat-Zinn

delivery.

It is pertinent to mention that mindfulness and meditation are terms that have saturated the mainstream for over a decade and can be met with reluctance or resistance from participants. Instead, try using terms like:

- Let's go quiet for a moment
- Find a comfy spot and let's check in silently with where we're at
- Take a moment on your own to consider the following...
- For this morning's check-in, I want you to create a movement to show us how you feel right now in this moment
- I'm going to give you each some free time now to answer the following questions in your journals

In any AW program, there will be many opportunities for mindfulness and/or meditation. This could show up in any or all the below ways:

- Visioning/Letting Go processes
- Check-in/check-out
- Enviro Art
- Bush Walk
- Activity de-briefs
- Reflection session
- Free time at camp

resources.

[Smiling Mind](#)
[headspace](#)



into adulthood processes.



teacher enrolment.

purpose.

AW programs are different to what most teachers will have been exposed to before. This increases the need for AW facilitators to enrol teachers up front and build a partnership with them over the course of the program.

Discussions with schools in the lead-up to programs clearly identify the AW facilitators as the leads for AW programs, however sometimes this does not filter down from the camp organiser to the teachers on the ground. AW facilitators need to be ready for this scenario. The intention of enrolling every teacher is to

- Develop excellent rapport
- Engage the teacher into our programs and activities
- Acknowledge their experience and knowledge of the group; and
- Ultimately build a partnership to deliver the program.

Some teachers may find it challenging to transition from teacher mode into co-facilitator mode. Facilitators can navigate this using the steps below.

step-by-step guide.

1. Introduce yourself & get to know the teacher a little
 - a. What subject/year do they teach?
 - b. How well do they know the group?
 - c. Have they been camping before?
 - d. Any issues or health concerns I need to be aware of?
2. Ask your teacher if they have been on a camp with AW before?
3. If they say yes, you can say something along the lines of "great, so you will know that we operate a little differently to the average camp company".
4. If they say no, you can say something along the lines of "great, I'm looking forward to working with you for the program".
5. Followed by: "Our programs are a little different to the usual camp. I will be staying with our group for the whole camp, this helps us build rapport and achieve better outcomes with the group".
6. Then: "You may notice at times that I'm not jumping in or calling out challenging behaviour straight away. This is on purpose. Our style of delivery sees us first observe group dynamic and then manage it using strategies different to what students are probably used to seeing in the school environment. If I think things are heading in a direction which is unsafe or may be harmful to the group, I will put a stop to it. If at any time, you think that things are getting out of hand, please flag this with me before jumping in (as tempting as I know it will be!).
7. Lastly: "I acknowledge that this is unusual and may be a bit uncomfortable, so please, keep talking to me and we'll work together to give the students the best possible experience."
8. Get clarity about who will take the lead for:
 9. First aid (teacher)
 10. Child behaviour (AW facilitator)
 11. Pastoral care (AW facilitator, with teacher support as required)
12. Be clear about your respective roles during each activity and process e.g. "What I am going to do is this – what I need you to do is that" or "I'm about to run X activity, followed by a de-brief. You might see A/B/C come up – that's normal. Here's how I am going to navigate that. Any issues, just give me a thumbs down and I'll call time so we can chat."
13. Identify the talents, skills, games, activities they may have up their sleeve and find opportunities for them to draw on these during camp
14. Find out what they would consider a successful camp



15. Ask what they need from you to make it successful for them
16. Identify what you would consider a successful camp
17. Develop clear communication signals to identify concerns or set boundaries – especially when holding discussions or circles, i.e. hand signals
18. Communicate consistently and regularly – have regular check-ins one on one. Use the process to have open and honest communication. Encourage feedback on your work to show that you are open to discussion.
19. Coach and support them to trust the process
20. Coach and encourage them to give students autonomy, make mistakes and experience consequences
21. Gently intervene if they are taking over, directing or giving advice
22. Encourage them to operate from a position as elder not teacher

success looks like.

- ✓ Teacher is engaged
- ✓ Teacher and facilitator are communicating effectively
- ✓ Teacher is having fun, joining in with activities and showing signs of enjoyment



participant enrolment.

purpose.

The easiest way to ensure a successful program is to enrol students from the start. By enrolling participants, we see increased engagement, curiosity and excitement for what AW programs have to offer. Enrolling participants up front also creates a safer space for everyone to learn, explore and navigate challenges.

step-by-step guide.

1. Introduce yourself in a fun and interesting way, i.e. "Hi everyone, my name is X and what you may not know about me is..." or "Hey legends! My name is X and I am so excited to be here. I have heard awesome things about this group, and I know we're gunna have a great time over the next Y days." Participants will match your energy, so bring you're A- game!
2. Play a bunch of Level One connector games to raise energy and get to know your group dynamics better.
3. Frame your instructions in safe and unthreatening ways, using phrases like "In a moment I'm going to invite three of our bravest comrades to join me for a demonstration of the next activity, any brave comrades in our group?" or "Next I will invite each of you to take a moment chatting to your partner about what you're most looking forward to over the next X days."
4. Keep your demeanour playful and approachable at the start of all programs so that participants feel safe to flag any concerns with you or feel safe to join in at their own level.
5. Establish clear boundaries with participants – let them know what you are happy to negotiate with them and what the non-negotiables are. i.e. a negotiable might be who navigates to the next activity, however a non-negotiable might be that you will intervene if the group is at risk of missing an activity because they're lost or if the group is heading outside the campsite boundaries.
6. Give participants as many opportunities as possible to take ownership of the process and find roles which highlight and celebrate their skills.

success looks like.

- ✓ Participants are attentive and engaged
- ✓ Participants are curious and excited about what's to come
- ✓ Participants are participating consistently in activities
- ✓ Participants have a positive disposition



connection – levels 1-3.

purpose.

All AW programs are designed to promote and achieve connection amongst participants. Connection to themselves, each other, the accompanying teacher and the AW facilitator. The greater the connection, the more positive the outcomes for participants. A connected group navigates challenge more effectively, dives deeper into challenging conversations and cares more deeply about the creation of a safe space for everyone to thrive.

mark collard.

AW follows the work done in this area by expert facilitator, Mark Collard. Mark teaches about the Three Programming Truths:

1. A facilitator must intentionally build trusting and healthy relationships, from the start
2. Humans are comfort-seeking machines
3. Feelings influence thoughts and actions – we cannot adjust how a person thinks or what they do without first changing how they feel

Creating a safe and positive learning environment leads to everyone staying in the comfort zone. Facilitators should aim to create an environment where people feel safe enough to be brave.

EXPERIENCES THAT BREAK ICE EFFECTIVELY:

- Highly interactive
- Non-threatening
- Fun
- Simple
- Success-oriented (not designed to trick people into failing)

FUN WAYS TO PAIR PEOPLE OFF:

- Hair colour/length
- Same size hands/thumb
- Same colour shirt
- Handshake (from 5 handshakes)
- Last digit of mob number
- Same sole of shoe

FACILITATOR CHECK-LIST

By the end of any connection session participants should:

- Be energised, laughing and engaged
- Know more about each other
- Be showing signs of safety and enjoyment – participating in activities, open postures, loud, laughing, positive, volunteering to demonstrate when asked etc.
- Be feeling safe to share more deeply and openly with the group (after levels 2 and 3)



connection – level one.

The first level of connecting in a group consists of unthreatening, fun activities and games designed to break the ice, maximise participation and break down some of the initial barriers to connection. Interactions during Level One consist mainly of paired activities or small group fun. There is never the need for participants to be isolated in front of the whole group, rather opportunities for small-scale energisers designed to help participants get to know more about each other.

example session.

(45min)

5min – Introduce yourself

10min – Play [5 Handshakes](#)

5min – Play [1,2,3](#)

10min – Play [Question Cards](#)

15min – Play [Identity Crisis](#)

connection – level two.

The second level of connecting in a group sees the facilitator build on work done during Level One, introducing some opportunities for the group to forge deeper connections. This level should introduce some activities which require participants to push beyond their comfort zone slightly. It should still be packed full of fun and should grow participants' understanding of each other.

example session.

(45min)

10min – Play [Step to the Line](#) (level one) or The Sun Always Shines

10min – Play [Ubuntu games](#)

10min – Play [Elevator Air](#)

15min – Play [Poker Face](#) (this is great to run straight in to a Values Contract discussion)

connection – level three.

The third level of connecting in a group invites participants to create lasting bonds by challenging them to find the things they have in common with each other and challenging them to celebrate the diversity in the group.

example session.

(60min)

10min – Play [Step to the Line](#) (levels two and three) or The Sun Always Shines

20min – Set a series of theatre-style challenges. E.g. Make a group of 3 and in that group, you have 5min to come up with a 20sec skit about the biggest challenge facing teenagers today. OR in a group of 5, you must come up with a song or rap about the funniest moment on camp so far.

30min – [Scar stories](#) – invite each group member to share a story about a scar (physical or emotional) that they have acquired over their lifetime (best done in the evening around the fire).

success looks like.

- ✓ Maximum engagement and participation in activities
- ✓ Lots of happy chatter and laughter
- ✓ Participants mixing and mingling indiscriminately
- ✓ Participants showing signs of comfort, sharing more deeply
- ✓ Participants comfortable to contribute to discussions or volunteer for demonstrations



values contract.

purpose.

A feature of every AW program, the creation of a Values Contract sets up parameters for how the group is going to interact and engage over the course of the program. Creating a Values Contract with the group allows participants to set expectations of behaviour and take ownership of their rules of engagement. This serves to avoid the feeling that rules are being imposed on them by one authority (in this case, the facilitator). The essence of the GVC is that all people have the right to be valued – their opinions, thoughts and feelings. This valuing includes physical safety and emotional well-being, as well as the notion that valuing oneself is as important as valuing others.

elements.

The framework for creating a Values Contract includes the following elements (in this order):

1. PRIME the group with an activity or game that will provide material for further discussion about values. E.g. Poker Face or Values Courtroom
2. PUMP with a session or circle to decide which values are important to this group for the duration of the camp. During this session, challenge the group to come to a consensus on how they would like to keep each other accountable. How do they want to reward members living the group values? How will they choose to call out those who are not?
3. PEAK by challenging the group to come up with a way to record their values and initiate group members. E.g. secret handshake, ceremonial bandana-giving, chant etc.

NOTE: The following values are non-negotiable for any group on an Into Adulthood camp or expedition and can be added by the facilitator if not included initially by the group:

1. Fun
2. Confidentiality

facilitator checklist.

By the end of this session you will have:

- Facilitated a discussion about what values are and why they are important for the group
- Guided the group to a consensus on the values they have agreed to live by for the duration of the program (4-6 values are optimal)
- Initiated each group member (facilitator and teacher included) into the group, symbolised by a handshake/bandana/dance etc.
- Guided the group to consensus on how they want to keep each other accountable to the Values Contract



session example 1.

Group	20 x Year 6s
Program	Activity-Based
Session Length	30min
	<p>Step one: Priming the group & framing the session (10min) On any activity-based program, time for a values discussion is going to be short, so facilitator focus should be on making the discussion fun and meaningful in the time allocated. Options for a fun, high-energy primer include:</p> <ul style="list-style-type: none"> • Finding Nemo (opens discussion about deception/ behaviours we value/don't value) • Elevator Air (opens discussion about how we choose to show up to different situations, i.e. camp)
Delivery	<p>Step two: Group must agree on THREE key values (10min) Facilitators may choose to use Values Courtroom or AW values flash cards. Split the group into THREE smaller groups and have each group whittle the values down to ONE each. Step three: Initiate the group (10min) Challenge the group to come up with a way to initiate each member into the tribe – it must include a commitment to honour the three values chosen. This might look like a tribe name and handshake, a chant, dance. Whatever they like – get creative! Also encourage the students to use the surrounds (mud/river/flowers/leaves etc.).</p>

session example 2.

Group	15 x Year 9s
Program	Into Adulthood
Session Length	60min
	<p>Step one: Priming the group (15min) Run a game of Poker Face.</p> <p>Step two: De-brief Poker Face (15min) Using the questions in the activity sheet, leading into a discussion that is relevant to the group. How do we want to treat each other? The environment? Others we encounter?</p>
Delivery	<p>Step three: Challenge the group to agree on 4-6 values (15min) These values should serve to optimise their experience and increase the levels of safety and fun in the group. Step Four: Initiate the group (15min) Challenge the group to come up with a way to initiate each member into the tribe – it must include a commitment to honour the three values chosen.</p>

session example 3.

Group	20 x Corporates
Program	Team-Building Day
Session Length	30min
	<p>Step One – Prime the group (15min) Get participants engaged in an activity, such as poker face. As adults, there is a chance they will grasp the concepts raised in the de-brief nice and quick, so you can move on to a discussion about values.</p>
Delivery	



Step Two – Decide on THREE key values (15min)

Challenging the group to keep the number to just three ensures participants are required to only choose values with the most meaning.

NOTE: If pressed for time, the discussion could be as simple as getting the group to stand in a circle, holding on to a large circular rope with a knot in it. Pass the knot around and as it lands with each person, have them answer the question: “What do you need from the group to feel safe and to maximise your chance of fun?”

success looks like.

- ✓ Participants have bought in to the values that they have chosen
- ✓ Participants are aware of the values and they come up throughout the program
- ✓ Conduct of the participants is reflective of the values chosen
- ✓ Facilitator can use values to support de-briefs and conflict resolution discussions



story.

purpose.

The sharing of stories has the power to unite, connect, equalise and entertain us. Humans are wired for connection and AW programs are centred around creating spaces for people to connect and grow. Story is one of the fundamental tools AW uses to foster connection on programs. Story is also a means for sharing wisdom and passing down knowledge, experience and skill.

storytelling.

The skill of storytelling is critical to AW facilitation. Below are some tips to grow your storytelling skills:

1. Tell stories in the present tense, taking listeners to the time and place of your story, e.g. It's September 3, 1997. I am 14 years old and I'm standing in front of the door of my best friend's house.
2. Use as much detail to describe your surroundings as you can, e.g. The air is warming, but I'm still wearing a light cardigan as I reach out to touch the cold, brass door handle.
3. Describe how you are feeling in that moment, taking the listener there and connecting them to exactly how you are feeling, e.g. I feel nervous. My tummy feels full of butterflies as I think about what I'm about to tell her. My palms are clammy and no matter how hard I try, I can't seem to convince my hand to turn the handle.
4. Speak confidently and not too quickly, allowing time for listeners to really put themselves in your shoes. Be expressive and use eye contact where possible.

NOTE: The actual dates/details/weather etc. are not crucial. What is crucial is that you sound convincing and that there is plenty of detail and descriptive language.

delivery.

Story is both a process in AW programs and a tool to be woven through the entirety of a program. Where a dedicated process is not included, story will still be used.

STORY AS A PROCESS

Often on Into Adulthood programs, story will be a dedicated process early in a program to provide an opportunity for deepening connection amongst the group. Below is an example of how to run this process:

STEP ONE: Prime the group

Gather the group around the fire and prime them with a game of Step to the Fire (level 1)

STEP TWO: Option 1 - Scar Stories

Once the group is primed and settled, invite them to take a seat around the fire. Use the [Scar Stories activity card](#) to facilitate this process.

STEP TWO: Option 2 – Fireside Story

Once the group is primed and settled, invite them to get comfortable around the fire and read them the story allocated in the program. Each different story from the [AW library](#) will come with a set of suggested de-brief questions (**currently in development**).



STORY AS A TOOL

AW programs are full of opportunities to share stories. Facilitators use story to connect participants to each other as they find things in common with each other through sharing stories; to lower their status and increase approachability and relatability; and to inject wonder and fun into a program. At times there will be notes in the program prompting facilitators to share a story, however, mostly it will be left to facilitators to weave story through a program. Some ideas for when to do this have been provided below:

- At the Welcome Ceremony – the camp director may invite facilitators to share a story in front of the cohort as part of the welcome
- Around the fire – any time a group is gathered by the fire is a great time for story. Choose one from our story library, bring one of your own or tell a story from your own experiences.
- When an upcoming activity requires students to focus and/or share openly. Sharing a story can be an effective way to model the depth of sharing required or to give permission to unsure participants about what is appropriate or not appropriate.
- If a group is struggling to connect facilitators can draw on story to grow deeper connections. Invite participants to share stories relating to a particular topic or even challenge them to make up stories in small groups using a single word or prop

notes.

Another motivation for including story as such a fundamental element of AW programs, is that we aim to create safe spaces for young people to share what is really going on for them. Young people can feel isolated or alone in their experience may come to find others sharing similar struggles. Equally important they may find that sharing their struggle is a great service to others who might benefit from their experience. Additionally, sharing our stories allows us to clarify for ourselves the significance of certain experiences.

Story time provides great opportunities for people to refine their effective listening and reflection skills. We often experience 'Aha! Moments' and epiphanies while listening to others share. When we listen and reflect as a group the collective wisdom benefits us all.

Perhaps most importantly as elders, rather than telling young people what to do, when we share stories with them, we step in to the circle beside them. We are not above them, we are equally vulnerable humans making our way through life. As adults we become much more relatable to younger generations.

It is important with story to strike a balance. Our stories teach us about where we come from, allow us to reflect on our successes and failures, process our struggles, and connect to our genius. Stories can also give us hope for the future. But we do need to be careful of letting our past stories define our future. Our vision going forward has unlimited possibilities. It is essential that we don't limit ourselves with the stories we tell ourselves or that others tell about us. Each day we can begin a new story.

Key benefits of story

- Shared experience, shared vulnerability, a sense of “we are not alone”
- Learning from other's experiences. Aha! and epiphanies
- Group reflection and learning
- Clarifying experiences for ourselves as we retell our stories
- Realising our stories significance
- Telling stories but not getting attached to stories



When to use story

- Night campfire circles – using the ritual theatre of night and fire. Telling a story helps connect into nature, ourselves, and each other.
- Preparing the group for a deeper conversation, to open a thought-provoking discussion
- Genius and visioning work – sharing inspiring stories of heroes in our lives
- Supporting a young person to stretch in a challenge – stories of fear, bravery, and perseverance

Where to find good stories

- Our own lives
- Other experienced facilitators
- AW online resources or Google/You tube story tellers/ROP

success looks like.

- ✓ Participants show maximum engagement and interest when stories are being shared
- ✓ Stories shared are relevant and serve to increase/bolster learnings for participants
- ✓ Participants show signs of increased comfort to share their own stories following a facilitator-led story
- ✓ Connections are deepened amongst participants and with facilitator following the use of story
- ✓ Desire by group to keep sharing stories after official process is complete



character strengths.

purpose.

Like Story, the use of Character Strengths in AW programs can be both as a standalone process and as an interwoven tool underpinning program delivery. Deriving from the [VIA Institute on Character](#), AW uses Character Strengths in all of its programs to grow a common vocabulary and understanding amongst participants of their own strengths and also the strengths of others. The ability to recognise one's own strengths is attributed to wellbeing and positive character, which aligns with what AW aims to achieve through its program delivery.

positive psychology.

The VIA Character Strengths are underpinned by Positive Psychology Theory, a relatively new psychological field, founded by Dr Martin Seligman. Positive Psychology Theory is defined by the Positive Psychology Institute as *"the scientific study of human flourishing, and an applied approach to optimal functioning. It has also been defined as the study of the strengths and virtues that enable individuals, communities and organisations to thrive."* To learn more about Positive Psychology, you can watch Dr Seligman's TED Talk [here](#). It is a fundamental aim of all AW programs to connect participants to their strengths and challenge them to discover how to use those strengths to better their respective communities. This is why Positive Psychology plays an important role in informing AW program design and delivery.

positive education.

Building on the research and work done by Seligman, the [Positive Education Schools Association](#) (PESA) was founded in Australia in 2012 with a vision for the *"science of wellbeing and Positive Psychology to be integrated throughout the education system, enabling all students, schools and communities to flourish."* AW strongly believes in the principles of Positive Education and regularly seeks opportunities to connect with PESA member schools.

delivery.

CHARACTER STRENGTHS AS A PROCESS

Often on longer into Adulthood programs, Character Strengths will be a dedicated process in a program to provide an opportunity for participants to grow their vocabulary and understanding of Character Strengths. An example of this process is outlined below:

STEP ONE: Prime the group

Energise the group with a game of BANG! progressing up to compliment BANG!

STEP TWO: Option 1 – Hero Circle

Once the group is primed and settled, invite them to make a circle around the Character Strength cards, laid out on the ground. One by one, invite students to think of one adult in their life who they admire and ask them to choose a strength from the cards to explain what qualities they admire in them most. Time permitting and depending on where the group is at, you might choose to make the first round about famous people they admire and then zoom in to people they know.

STEP TWO: Option 2 – Theatre Play

Lay the Character Strength cards out on the ground, facing upwards and invite participants to take a moment to choose the card that resonates with them most. The cards are colour-coded by the six virtues that categorise them. Once students have chosen their card, have them group up according to the colour of their cards. Challenge them to come up with a 30sec skit/rap/dance/song to represent their collection of strengths. Encourage them to



think about how the strengths might show up in day-to-day life and how the use of those strengths benefits their communities.

Once each group is ready, have them perform their act in front of the larger group.

STEP THREE: De-brief

Once you have run either of the above processes, the facilitator can de-brief using the questions below:

1. Why is it important to understand what our strengths are?
2. How could you use your strengths to better your community?
3. How does it benefit us to have a diverse range of strengths in a group?

CHARACTER STRENGTHS AS A TOOL

All Into Adulthood facilitator kits have Character Strength cards in them and there are many opportunities in any AW program to use them. Below are some ideas for when and how to pull them out:

- De-briefing an activity – as a tool for familiarising participants with Character Strengths, the facilitator can use the cards as a way of de-briefing an activity. They can ask questions such as:
 - What strengths did you need to use to overcome the challenge?
 - What strengths did you see in others during this challenge?
 - Are there any strengths which would have been useful to overcome this challenge that you didn't see this time around?
- Pre-briefing an activity – it can sometimes be helpful to encourage participants to think about the strengths they might need to draw on to overcome different challenge activities.
- Honouring – on shorter programs and/or activity programs, the Character Strength cards can be a useful tool for honouring participants. The facilitator can lay them down and invite participants to take turns choosing a card that represents a strength they have seen in someone else. They can then share with the group what they saw in that person.
- Values Discussion – a facilitator might choose to use the Character Strength cards to support a conversation about the qualities/strengths the group wants to value over the course of a program.

resources.

Below are some links to the resources used in AW programs and to inform program design:

1. [VIA Character Strengths](#)
2. [PERMA Model](#)
3. [PESA](#)

success looks like.

- ✓ Participants demonstrate increased vocabulary and understanding of Character Strengths
- ✓ Quality of sharing about Strengths is high and insight about the Strengths of others is demonstrated
- ✓ Participants are engaged in the process or activity and show signs of fun/enjoyment
- ✓ Facilitator can reduce the use of the Cards through the program as participant awareness and vocabulary grows



child/adult behaviour model.

purpose.

The Child/Adult Behaviour Model was developed by the Rites of Passage Institute as a tool to represent and open discussions about the typical shifts in relationship to self and others that occur between childhood and adulthood. AW uses the model to bring awareness to, and foster discussion about the oscillation humans experience over a lifetime between the selected child and adult behaviours.

delivery.

In discussions around this model, there's a risk of falling into a good/bad wrong/right discussion. This will likely limit participants' openness and honesty, and their capacity for self-reflection. In order to grow a space for open enquiry around these behaviours, we encourage our facilitators to be explicit about the following:

1. Child behaviour is not inherently bad

It is easy to fall into a trap of representing child behaviour as BAD and adult behaviour as GOOD. This is unhelpful. Each child behaviour is an essential part of the development of our childhood psyche. If we represent child behaviour as bad, we will make it less possible for participants to identify them in themselves and others. Encourage participants to freely identify these and frame them as a natural part of our childhood selves.

2. Child behaviour is part of many (if not all) adults

Each adult behaviour is an essential part of healthy adulthood. This does not mean that all adults exhibit these attributes, or that they exhibit them all the time. Some of the gold in any conversation about these attributes is the fact that within us, and all around us, are examples of the impact of child thinking in adults (including us as facilitators) and the impact this has had on our communities.

3. When we are aware, we can choose

Once participants develop the awareness of child and adult behaviours, they can make conscious choices about the potential impact of each and decide what a situation requires. When we are not conscious of child and adult behaviours, we can sometimes find ourselves reverting to our usual way of operating.

resources.

Below is a link to the child/adult behaviour cards. Please familiarise yourself with them prior to delivering any of the below sessions.

1. [Child/adult behaviour cards](#)



example session 1.

Using all the behaviours at once:

Prime (10min) energise the group with a game of finding nemo or chicken baseball or step to the line

Pump (40min) Hand out the child/adult behaviour cards, 1 between 2-3 and give them some time to read and familiarise themselves with the cards. You might choose to brief the activity up like this:

“Take a moment now to read through the different behaviours on these cards. As you will see, on one side are a selection of behaviours common to children (although not exclusively, as we’ll discover shortly) and some complementary healthy adult behaviours. I want to express that this list is not complete, it is a small sample of behaviours and it is also not a perfect list, so if there are some things on there that you disagree with or are unsure about, that is welcome here too. It all belongs. This list is simply meant as a tool to support the session’s activities and to start a conversation about our progress from child-like behaviours through to healthy adult behaviours. As you read them, just notice which ones jump out at you and why. There will be an opportunity in a little bit to discuss this further. For now though, I want you to get in to groups of 3.”

In those groups, invite them to choose one CHILD behaviour that they have seen demonstrated by a famous adult out in the world. You might choose to give an example, i.e. Kim Kardashian and body image drives my identity or Donald Trump and I do what brings me power or praise.

Then challenge them to come up with a short, 30sec skit to perform in front of the rest of the group. The audience must try and guess which behaviour they are portraying and who the famous person is. Following this, invite the groups to choose one ADULT behaviour and create a human sculpture or tableaux to represent it, again challenging the audience to try and guess what it is.

Once complete, bring the group back together and ask them the following questions, taking answers from 5-6pax each time:

What is one aspect of being a child that you miss most?

What is one aspect of being an adult you are most looking forward to?

Peak (40min) Split the group back into smaller groups of approx. 5pax. and give each group a different child behaviour. Invite the groups to take turns sharing stories with each other about a moment when they experienced that behaviour – the story can be from any time in their lives, recent or past.

After 10min, invite the groups to share the behaviour they were given and one of the stories from their discussion with the bigger group. As a larger group, ask the participants the following questions, and take 3-5 answers:

- Why might we want to leave some of these behaviours behind us as we move into adulthood?
- How do they hold us back?
- How do these behaviours impact others in our community?
- Back in the smaller groups, invite participants to examine the relevant adult behaviour and come up with three ways that specific behaviour supports us to be better members of our community. Take an answer from each group after 5min.
- Lastly, as a big group again, de-brief with the question:
- In your school environment, which of these behaviours do you think are important to model to younger students and why?



example session 2.

(FOR GIRLS) – pulling out specific behaviours for a session.

Focus child behaviour: I need peer group acceptance

Focus adult behaviour: I accept myself

Display the Girl v Healthy Woman behaviour cards. Draw focus on to the thinking around body image/self-identity and group/self-acceptance.

Frame the conversation

"Today we are exploring the idea of self- acceptance and the expectations put upon us by ourselves and others. We are also considering our responsibility in changing expectations. We often talk about the importance of good self-esteem and self-acceptance. What does that really mean? Any ideas?" Round out the definition for the students if needed. When we talk about self-esteem that is a deep feeling of being worthy or valuable. Self-acceptance is more about embracing all the aspects of ourselves – what is great about us, and not so great, and everything in-between."

Human spectrum

Give the girls 10 seconds to locate themselves on a spectrum in the room. One side of the room is "I am happy with all my parts", the other is "I'm not at all happy with all parts of myself". Ask the girls to look around and notice what there is to notice.

"How common or uncommon among us is self-acceptance?"

Then ask for 3 or 4 girls to share with the group why they located themselves at the point they chose.

"Ok, remain standing if you have ever stopped doing something you love because others don't approve?"

Stay on your feet if you've ever given up a piece of yourself that you loved - changed your hair colour? Changed your diet? Stopped a sport? Lost touch with a friend – that sort of thing. Otherwise sit down"

"Who wants to share briefly about why you're standing?"

Shift the game to Step to the Line – stand a big step back from the imaginary line and ask any number of questions related to self/group acceptance. Here's some possibilities in no particular order, step to the line if...

- You think our culture or society has influenced you to hide part of your-self
- You think it's expected and important to achieve academically
- You've ever pretended to not be as smart as you are
- You've tried something even if it didn't feel right or if you didn't want to
- You feel it's okay to express your anger
- Stay there if you think it's not okay to express your anger?

debrief.

- How does our desire to fit in sometimes compete with us accepting ourselves for who we are?
- Which one usually wins out? Why?
- How do looks and popularity feature in this discussion?
- Is group acceptance important? Why?
- What do we lose when we give up pieces of ourselves that we love?



example session 3.

(FOR GIRLS) – pulling out specific behaviours for a session.

Focus child behaviour: Body image drives my identity

Focus adult behaviour: My identity is via self-acceptance

Display child/adult behaviour card on body image.

"Now we are going to look more closely at society's expectations of girls/women and how that may limit the strength of our selves, personalities, differences, self-acceptance etc. Let's include in this discussion advertising, social media, family expectations, community expectations, worshipping thinness and physical beauty, perfectionism."

Building an IDEAL and REAL Girl

"We are going to build a composite of what we think the "Ideal Woman" is supposed to be."

Split the girls up in to smaller groups of 3-4 and get them to draw their idea of 'The Ideal Woman' on a piece of butcher's paper. Try to get every student in the group to contribute something. Then come together and create one composite on the white board.

Prompt the small groups: "First, let's look at what this 'Ideal woman' looks like."

Then have the girls draw the shape of the "ideal woman" on the white board and then have other girls add the best descriptive labels on it. Things like "perfect skin" "thin waist" "eyebrows on fleek", etc... Try to get the group to cover, body shape, makeup and hair, clothing and accessories. (use one colour on the white board)

"Now off to the side here, let's just jot down some ideas of what it would take/cost to achieve this "ideal."

Get the girls to discuss, time spent exercising, preparing healthy meals, shaving, hairstyling, cost of self-maintenance etc.

"Now let's talk about what this "ideal woman" does." (switch the colour). "Does she have a career?" "How many?" "Does she study?" Does she do sports or have other hobbies?" Does she have a relationship?" Does she have children?" "Does she manage her finances?"

Get the girls to add in all the other things this "ideal women" takes care of.

Then do a bit of a debrief here.... Maybe off to the side capture what it would take in terms of time and maybe even money especially to do all this? Is it realistic? How do you think this girl is feeling on the inside?

"To finish up this activity today I'd like us to create a "REAL GIRL" composite of characteristics we could aspire to instead.

Have the girls draw a new "Real Girl" on the board.

"What does this girls body look like in words?" Get them to generate a REAL list. (Healthy, different shapes, etc...)

"Now let's look at this girl's character traits...What could we aspire to? What does this girl look like on the inside?"



Try to generate a list that looks something like the following: Stands up for what is right, says how she feels respectfully, friendly, assertive, straight talker, enjoys being and making friends, honest, trustworthy, tolerant, inclusive, happy, curious, leader, level-headed, creative, loving, fair, humble, grateful, funny, spiritual, hopeful, within herself, does whatever she loves to do.

debrief.

- Of all these different standards we've identified, which ones does our society deem most valuable for women? Our physical appearance? Our career and contribution? Our care giving of others?
- Where did we get these standards from? Who says that a woman should have all those attributes? How achievable is it? Who are we doing it for? What's the alternative?
- How can we learn to accept our bodies rather than striving for an impossible ideal?
- How else can we define ourselves as more than just our body image?
- If we know how we feel, and how hard it is, what is our responsibility to ourselves and every other girl in this room?



example session 4.

(FOR BOYS) – pulling out specific behaviours for a session.

Focus child behaviour: I take no responsibility for my actions
Focus adult behaviour: I take full responsibility for my actions

Display child/adult card about responsibility.

"So, let's look at this concept of responsibility. I'm going to suggest right now that this is a word that is perhaps not very well understood. I think it's meaning has become muddled, not clear. If becoming an adult seems to have something to do with becoming more responsible, we can use this session to ask: What is responsibility, where is it, and why would we want it? We'll also hear from each other about what we do want to be responsible for, and what we don't."

Distinguishing blame from responsibility.

"I'm going to ask you to consider that responsibility and blame are two totally different things. They are often confused. Let's get clearer about the difference.

In groups of three, I want you to grab a piece of butcher's paper and a pen and divide your page into 4 parts. Now, in one quarter of your page, write down the following heading on butchers' paper, 'Blame looks like...sounds like...and feels like...'

Now I want you to spend the next 2 minutes talking with each other and writing your thoughts on each. You don't have to agree at all, just capture thoughts from each group member:"

Now have one member of each group read what his group has written to the whole group. Open discussion where you feel to.

Repeat for the following three headings

- Responsibility looks like...sounds like...and feels like...
- I want to take responsibility for...
- I don't want to be given responsibility for...

debrief.

Back in a circle, encourage one person from each group to share with the whole group:

- What stood out to you most about the thoughts on your sheet and why?

"Now we'll spend 1 minute in silence and I want you to look inside at what responsibility could look like for you, on this journey into manhood.

Share with your group:

- What is one thing you're feeling ready to take responsibility for?



example session 5.

(FOR BOYS) – pulling out specific behaviours for a session.

Focus child behaviour: I am ruled by my emotions

Focus adult behaviour: I own my emotions

Frame the conversation:

“Healthy men have what we might call emotional intelligence. What does that term mean to us? What might emotional intelligence consist of?” (ask students for ideas).

“So, as we have heard from the group, emotional intelligence is the ability to recognise, understand and manage emotions in ourselves and others. So, let’s start to build some of those skills as a group.”

Body sculpting:

Stand in the middle of the circle and ask students popcorn style to physically shape you in ways that show how you may experience each emotion: happiness, sadness, anger, fear and shame. Ask each student who sculpts you to clarify what changes they are making to your body, face, limbs, posture, position and why. After each emotion, share the role of being sculpted with students who want a turn.

Ask: “Where do we FEEL this emotion in our body? And how does our body RESPOND or MOVE as a result?”

1. Anger
2. Happiness
3. Sadness
4. Excitement
5. Fear
6. Shame
7. Relief

Ask the group: “What 2 other emotions would you like to explore in this way?”

debrief.

- Which of these emotions do you think men/ women feel more at ease with? What makes you say that?
- Which of these emotions are most common to you?
- What emotions do I find it difficult to express, and why?
- How might emotional awareness lead to healthy relationships?

success looks like.

- ✓ Participants demonstrate understanding of the key concepts
- ✓ Discussion is robust and all participants are engaged
- ✓ Participants can relate to discussion topics and share insights personal to themselves, as well as making observations of wider society



challenge discussion.

purpose.

Challenge will be peppered all throughout every AW program and will take on different forms for different participants. This discussion is about opening a dialogue about challenge and creating awareness about the different challenges we all face, both individually and as a group.

delivery.

Facilitators can use the below methods, or modified versions of them, to discuss challenge at any point during a program. When a dedicated session is carved out, below is the recommended way to run it:

example session.

(60-90min)

Prime (10min) the group using the level one statements from the [Comfort Zone Circle Activity Card](#).

Pump (30min) by setting up three circles or cones in a row, about 5m apart. One circle will represent the **past**, one will represent the **present** and one will represent the **future**. Brief up the activity, using the following as a guide:

"In front of you there are three circles. This one represents past challenges; this one represents current challenges and this final one represents future challenges. In a moment, I'm going to invite you to take a minute to think about ONE past, current or future challenges you are facing. (OPTIONAL: This is a great moment to inject a story of your own, modelling the activity by moving to the appropriate circle and sharing a challenge of your own. This can drop a group into the space and demonstrate the kind of sharing that is allowed.) Once you have thought of one, move to the corresponding circle."

Once participants have all stood by a circle, you can invite them to share what challenge they choose. Start with one person standing in the past circle, then hear from someone from current, then future.

Facilitators might choose to either hear more stories from that first round or invite participants to think of a different challenge and move to another spot.

Peak (20min) gather the group in a circle, send the talking stick around and ask the question "what's the biggest challenge you have ever overcome?". If you have time, you might choose to follow it up with, "what strengths did you need to draw on to navigate that challenge?"

Facilitators can also progress the Comfort Zone Circle activity before a challenge, such as the abseil. This creates an opportunity for participants to see, on a human spectrum, how their peers experience challenge for different activities. For example, someone who feels completely unchallenged by the abseil, may be pushed toward the panic zone before a caving activity. Bringing physicality and visibility to a discussion about challenge can help break down some of the barriers to vulnerability and sharing.

success looks like.

- ✓ Participants engaged in all levels of activity and discussion
- ✓ Participants demonstrated comfort levels that allowed vulnerable, open sharing
- ✓ Participants can observe both the diversity and commonality of challenge. There is a breaking down of the idea that "I am alone in this or I am the only one experiencing challenge right now"
- ✓ A more connected group



challenge night.

purpose.

Challenge is something everyone experiences. Building the resilience to navigate challenges and growing the skills and strengths to practice resilience are key outcomes of a successful AW program. During Into Adulthood programs, one night will often be set aside as a Challenge Night. The function of Challenge Night is to push participants to overcome something they did not think was possible. Challenges can vary from individual to team challenges. Below is a selection of challenges to choose from, as well as a link to the more challenge night options.

delivery.

The decision about which challenge to run will be dependent on what the group needs. If connection and comradery are low, consider a challenge that requires the group to work together. If there are distinct groupings within the cohort, consider an individual/solo challenge. Ultimately, any of the below will challenge a group

CHALLENGE ONE: SOLO

Blind trail – Blindfold participants. March out into the bush. Sit them alone. Call them back after 30 mins – 1 hr.

Variation: Unblindfolded, challenge participants to march themselves out into the bush and sit alone. Return to the sound of the drum / guitar / whatever.

CHALLENGE TWO: SOLO

Hamish and Andy Challenge – as above, but the aim is to guess when 60min is up and be the student that comes back to camp as close to an hour later as possible.

CHALLENGE THREE: TEAM

Fire Challenge – Keep a tea light in a bowl alight all night.

CHALLENGE FOUR: TEAM

Chinese whispers - building on the fire challenge, have participants form groups to take watch shifts. Facilitator whispers a story to the first group. That group listens closely and can ask questions. Then they whisper the story on to the next group. And so on. In the morning, the last group tells the story to the whole group.

success looks like.

- ✓ Everything falls apart and goes to sh*t. No really – challenge night can agitate previously unspoken conflict and bring it to the surface. This is a great opportunity to grow from challenge. Time to turn [sh*t to gold!](#)
- ✓ A cohesive, bonded group who are elated to have survived an epic challenge they never thought they would.
- ✓ Deeper connections expressed (verbally, physically, emotionally) the next day during activities
- ✓ Individual group members being able to articulate openly and honestly about how they were challenged and what it took to overcome challenge



visioning.

purpose.

Quiet and reflection are principles of all AW program design. One way that AW delivers on this principle is by using guided meditation to support participants to create a vision for their future. Particularly effective with young people, AW uses visioning techniques to create a space for participants to consider “who am I becoming? How could I begin to get there?”.

visioning the AW way.

- We bring people into the vision work mindfully (present in moment, with intention, with kindness and no judgement).
- In liminal space, our participants' psyches are open, so we allow their ideas to form, we don't put our ideas in.
- There's no 'right way', so invite participants to experience visioning their way. For some it may be a clear mental picture of themselves, for others a feeling, for others a place, for others colours etc.

delivery.

Below is an example of how to deliver a visioning process:

Prime the group by inviting them to find a comfortable spot somewhere on their own within earshot of you. You might like to encourage them to put a towel down or their camping mats, so they are comfortable. Once the group is settled, read them the [guided meditation](#) provided.

Pump - At the conclusion of the meditation, invite participants to create an image of their vision, using objects they find in the bush or surrounding environment.

Peak - In debriefing their visioning and planning to move forward we wish for participants to be able to answer two things:

- What kind of person are they working to become?
- What do they need from peers and adults around them to get there?

STOP START KEEP

A very simple and useful tool that can follow a discussion, brainstorm, visioning activity that helps to clarify individual or group behaviours and provides a simple plan for action and commitment. Can also be used as a simple evaluation tool after a process or activity

Options:

- As a large group in open discussion e.g. after activity or process or using butchers' paper / post it notes/notepad in a workshop style
- In small groups either giving one word to three different groups to discuss and then share or taking it in turns for three groups to rotate through the three words building upon what others have already said (workshop style)
- As an individual either privately as a reflection writing it down – also provides extra opportunity for sharing if appropriate

STOP - What do I/we need to STOP doing right now that is..... no longer serving me/ hiding my true genius/ impacting my relationships / stopping me be the woman I want to become/stopping us working as a team/causing exclusion/ completing our tasks

START - What do I/we need to START doing right now that will..... help get me where I want to go / become the man I want to be / demonstrate my values more / bring forward



the real me / improve our communication as a team/make everyone feel welcome/use everyone's strengths

KEEP - What do I/we need to KEEP doing that is working well and brings forward my true gifts and genius / and helping our team work well as a team

The visioning process can have a deeper impact when delivered as a primer for the Letting Go process and they will usually be scheduled together or one after the other on a program. The aim is that participants create a vision for themselves and then identify those blocks or barriers that they need to let go of to move towards their vision.

success looks like.

- ✓ Teacher is engaged
- ✓ Teacher and facilitator are communicating effectively
- ✓ Teacher is having fun, joining in with activities and showing signs of enjoyment



letting go.

purpose.

A follow-on process from the Visioning, this Letting Go process creates a space for participants to identify and symbolically 'let go of' blocks and barriers which are preventing them from moving towards their future vision. As AW facilitators in the field we constantly must let go.

Let go of getting it right, let go of controlling a situation, let go of the plan to follow where the inquiry leads us.

In life letting go is something we do regularly, sometimes with intention, sometimes without. Often it occurs out of necessity, willingly or unwillingly, with trepidation, and often in anger. It is almost always uncomfortable or even painful.

Energy cannot be created or destroyed so we move it. We shift focus. Let go of looking at something from one way and move toward looking at it from a new perspective. Our character traits/strengths are a great example. What serves us some of our lives may need to shift or change in its form to serve us into the future.

delivery.

During AW programs, when we leave childhood behind, we do it with awareness of what we want/need to let go of and what we want to bring with us going into adulthood.

What is essential is giving identity and meaning to what we wish to let go. Make the intangible clear and definite. We become aware, we accept, we act (the three A's).

Letting go can become something we do regularly like exercise, with intention and purpose.

The most important aspects of facilitating this process are allowing participants the time to reflect on what their blocks/barriers are and to then create a meaningful way for them to let them go.

Use the Visioning process as a primer for this one, and then consider the following example script as a guide for framing up the Letting Go process:

"From time to time we may recognize aspects of ourselves that are starting to become less useful, possibly even blocking our growth. These aspects of us may have been something that helped us thrive when we were younger, or fit in, or survive difficult times, or make sense of things we couldn't make sense of them. Now that we are becoming young adults, these things may begin to hold us back. What are some examples of obstacles that might hold us back from realising our vision? "

NOTE: If your group needs it, a story can be very useful here as well, modelling what you mean by a block or barrier by sharing one for you that you are prepared to leave behind after the program.

Invite participants to go out into the bush and retrieve one thing to represent a barrier they are ready to break down and let go of, then find a meaningful way to do that (some ideas below).

letting go the AW way.

- Gentle – with kindness and compassion
- Acknowledge – that which we are letting go is valid
- Active – physical ceremony, ritual
- Symbolic
- Creative



- Visual
- Commitment - we are making behavioural shifts, habits of mind, body, heart, always picking at least one thing to start doing

Ideas for Ceremonies

- Use the ritual theatre of nature
 - Sunset/sunrise
 - Day/Night
- Burn something in the fire
- Throw a stone/pebble into the ocean or river
- Release from the mountain/highest point of view
- Release to the wind
- Release to the ocean
- Build a flower/stick/leaf mandala and destroy
- Release to the sky

success looks like.

- ✓ Participants feel safe enough to share what they are letting go of and participate wholeheartedly in the letting go process at the end
- ✓ Participants are engaged in the process of reflecting on what possible barriers exist for them



gender reconnection.

purpose.

In 2018, in response to client feedback, AW started to build opportunities for gender reconnection into Into Adulthood programs. Historically the programs had always been written as gender separate – however, after insight from the schools, it was clear that the separation was creating more disconnection than connection amongst cohorts. The purpose of the gender reconnection process is to open a space for young men and women to come together and talk openly about how they can support each other on the transition into adulthood. The sessions allow space for participants to identify and articulate the qualities and behaviours of their opposite gender that promote growth and those that block progress. They can be very powerful sessions when run well.

delivery.

Effective delivery of this process requires facilitators to work together to come up with a format that best suits the two groups and where they are at. Sometimes groups will need plenty of fun and priming up front to grow the safety of the space, other times, the groups will be ready to drop straight into a meaningful discussion.

The important things to remember are:

- Students don't get this opportunity very often, therefore it might be an uncomfortable experience for them initially. Work hard to build comfort and safety.
- You set the tone – model the level of maturity that will be required by participants to take part in the session. Treat your partner facilitator with the kindness and openness you are seeking from participants.
- Put plenty of thought into the environment:
 - Are we on neutral territory?
 - Would it suit the groups better if one were to host the other in their space?
 - Are participants comfortable? i.e. are we in direct sunlight on a 35deg day?
 - How have we prepared the space to welcome the other group if we have arrived first?
 - How are we entering a space if it has already been prepared for us?
- Give participants ownership over the process – talk through the above factors with them and let them decide what would work best. They know each other much better than we do. Trust their judgement.

example session.

NOTE: The frontloading and pre-work for this session is as important as the actual process.

Prime: Share a personal story about what your friendships and relationships with the other gender were like when you were a teen. What was working for you? What wasn't working so well? What do you wish you'd known? What was 'courtship' like?

Ask the group:

- How is it different without the boys/girls?
- How do we show up differently when they are not around?
- What are the benefits of not having them here?
- What do we miss?
- If we were to see them right now what stories from our camp journey would we want to share with them?

This might happen in a sharing circle, or if your group has energy to burn, you might challenge participants in smaller groups to come up with a 30sec skit about each of the above topics.



Pump: Prepare for the joint session, which will take the format of a STOP, START, KEEP

1. What could they (the other gender group) **START** doing that would benefit our relationships and community? What could they **STOP** doing? **KEEP** doing?
2. What could we **START** doing that would benefit our relationships and community? What could they **STOP** doing? **KEEP** doing?
3. How can we deliver this to them in a way the speaks to our truth, lands respectfully, and results in meaningful change? How will we present our ideas? Who will represent the group?

Peak:

Step one - Connection: unstructured chat over tea to start or play a favourite game together (male/female facilitator to model healthy relationships and interaction – perhaps they make and serve tea to the group.)

Another option is for each group to tell a story (or story map on the ground) about how the group's journey has been up to now. Highlights, challenges, funniest moments etc.

Step two - Frame the conversation

So here we are together for the first time in a few days. Maybe we've got to see some things about ourselves and each other since we last saw each other. Well this moment is kind of monumental, because we get to come together and, as a healthy community, **SHARE OPENLY** about what we need from each other so we can be united, supported and well. Most communities really struggle to do this well.

So, let's begin. Which group would like to commence? We will alternate between groups.

Step three - Conversation:

The groups alternate sharing, with each other, their STOP, START, KEEP and work together.

Step four - Talking stick popcorn style: Now that we have heard each other, let's have some discussion about what this is going to look like from now on.

Step five – Debrief (this may happen as a large group, or back in the smaller groups or both) What was most lovely or amazing about that? What was most challenging?

success looks like.

- ✓ Both groups get to feel seen and heard
- ✓ Both groups can deliver the key pieces of their stop, start, keeps
- ✓ The two groups form connections and bonds
- ✓ The mood of both groups is positive



honouring.

purpose.

To build on the work done throughout a program supporting participants to acknowledge and recognise the strengths of their peers. The honouring process is used on AW programs to celebrate the end of a program using public acknowledgement of each group members' character strengths.

delivery.

There is huge creative scope for this process and how it is delivered will depend on a few factors, namely:

- Age of participants
 - E.g. If participants are younger, the process will need to be centred around fun and creativity, rather than reverence and ceremony
- Length of program
 - E.g. on a week-long expedition, an honouring ceremony might go for 90min, whereas on a 2-day activity program, it might be a 20min activity
- Size of group
 - E.g. in a small group of 15 or less participants, there is scope to allow more time for each honouring, whereas in a group of 25-30, the process of honouring each person will need to be limited.

Below are key elements of an effective honouring ceremony:

- Each participant is honoured for their character strengths (not external qualities out of their control, like awesome hair colour)
- Each participant has the chance to honour someone else

session example 1.

Group Program Session Length	20 x Year 6s Activity-Based 30min Step one: Priming the group & framing the session (10min) On any activity-based program, time for an honouring ceremony is going to be short, so facilitator focus should be on making the session fun and meaningful in the time allocated. Option for a fun, high-energy primer includes: <ul style="list-style-type: none"> • Compliment BANG!
Delivery	Step two: Frame up the ceremony (5min) Over the last X days, you have all overcome a HEAP of challenges. To do this, you have needed to draw on the strengths of the group and skills of your group members. Now you have a unique opportunity to recognise each other for your strengths. In a moment, I am going to turn the talking stick upside down and when I do, its function will be reversed. Instead of talking when the stick comes to you, you will remain silent while 1 member of your group acknowledges what strengths you have brought to their experience on this camp. Step three: Run the honouring (15min) Start off by modelling what you mean – I usually honour the teacher here, to show the group what's expected. Gently remind them that they are acknowledging character strengths, not fashion sense.



session example 2.

Group	15 x Year 9s
Program	Into Adulthood
Session Length	60min
	<p>Step one: Priming the group (15min) Create excitement about the session by challenging the group to create a scared space/throne/circle for a ceremony, but don't tell them what it is for.</p> <p>Step two: Frame the ceremony (5min) In a moment, you will all get a unique opportunity to honour and acknowledge each other for the strengths you have each brought to this experience over the last X days. I would invite you to think about one or two people in this group who have had a positive impact on your experience and how they did this. What strengths or character traits do they possess that made your time on camp that much better? I will challenge you to honour your peers for their character, rather than their looks/fashion/physical traits.</p> <p>As each person sits upon the throne, three of you will have the chance to acknowledge them in front of the group.</p> <p>Step three: Run the ceremony (40min) If you think the group needs it, model the first honouring for them.</p>
Delivery	

session example 3.

Group	20 x Corporates
Program	Team-Building Day
Session Length	30min
	<p>Step One – Prime the group (5min) Play a quick game of compliment BANG!</p> <p>Step Two – Frame the ceremony (5min) I want you to imagine that at the conclusion of this day, your boss comes out and says “sorry guys, you’re not going home yet, we’re going bush for a week. No tech, no contact with the outside world, just the 20 of us camping out for 5 nights”. Reflecting on the strengths and qualities each of you have witnessed in each other, I want you to think about which of those qualities we are going to need to bring with us into the bush.</p> <p>Step Three – Run the ceremony (20min) Now, one at a time, I will invite you to pass the stick around – only this time, when you have it, I want you to remain quiet, while 1 or 2 of your colleagues honours you for the qualities they need you to bring into the bush with them next week.</p>
Delivery	

success looks like.

- ✓ Every group member honoured for qualities that are not physical
- ✓ The group has deepened their connection
- ✓ Participants can publicly acknowledge and recognise the strengths of their peers
- ✓ The mood of the group is positive



reflection.

purpose.

A key difference between AW and its competitors is the ability of AW facilitators to take important learnings from camp and transfer them to learnings for life. Taking time at the end of each program to reflect on what participants have learned is critical to this transfer of learnings. There is a growing body of evidence to support the benefits of reflection in solidifying learnings.

delivery.

There is vast creative scope for how to deliver a reflective session. Use the guide below and then add your own skills to make it amazing!

Any AW reflection session must have:

- Time alone for every participant in silence (preferably in the bush, but this can be done in a school setting also)
- Guiding questions to provoke thought and reflection (examples below)
- An opportunity to share key reflections and learnings with the group

Optional extras that make the experience even more impactful:

- Writing down reflections in a journal
- Finding an object from the surrounding environment to take home as a reminder

Some suggested guiding questions that will provoke participants to consider what they have learned and how it relates to daily life:

- What moments over the last X days challenged you most?
- How did you overcome those challenges? What strengths in yourself did you have to draw on? What strengths of the group supported you?
- What moments have been the best for you? Why?
- How did you surprise yourself on camp?
- Of the skills and strengths, you have developed over the last X days, which will you be able to use back in your usual environment?
- How will this experience impact your school life going forward?
- How can you connect back to this time in future when you need to?
- What memories do you want to capture so you never forget them?

success looks like.

- ✓ Solo time for each participant to reflect on their experience and learnings
- ✓ A robust discussion about key learnings and experiences
- ✓ Participants making the link between learnings from camp that are relevant to life outside of camp



self-care + the return.

purpose.

The experience of an Into Adulthood camp with AW can be profound for participants. As facilitators, we have a responsibility to do what we can to soften the landing for students as they re-enter their life outside of camp. For many students (if we've done our job), the experience of being in nature, connecting with peers for 3-5 days is an extremely positive one. Sometimes this is followed by a return to a life that is not as positive. They may be returning to exam pressure or conflict at home or in friend groups elsewhere. The purpose of this session is to grow participants' awareness of the importance of self-care in the days and weeks following camp to give them the best chance at a soft landing.

delivery.

Framing the conversation:

It is not uncommon for the return to our usual worlds to feel a bit strange. We have all experienced not just physical challenges, but also emotional and mental challenges and growth. For this session, we're going to spend a bit of time coming up with a self-care action plan for you to use when you get home.

NOTE: Depending on the time you have in the program, this session can be a simple addition to the reflection session by asking group members the following questions:

1. What have you missed most from home?
2. What are your favourite ways to give yourself self-care?
3. How will you care for yourself over the next week as you re-enter your usual life?
4. How can your family and friends support your return?

If you have more time, you might choose to run a more robust session, per the examples below.

example sessions.

Framing the conversation:

"Modern life can knock us off balance often. We may have so many competing demands on us now in year 9 that things might feel a bit crazy now and then. As we move into adulthood I want us to consider the benefit of recognising when we are out of balance in certain areas of our life. I guess we could say this could be a skill that healthy adults have that others don't. I know adults who don't even stop to consider the balance in their lives, they just plough on regardless.

Example 1: body scan and stop/ start/ keep

"So, we are about to practice a skill that not all adults have. This is about learning to notice how our internal system has been lately, almost like getting our internal weather data. So now I want you to take your time to find your own space near each other but not touching. Take 30 seconds to get comfy and close your eyes if you're ok to do that. I am going to guide you in a solo reflection that walks through sensing physically, emotionally, mentally, and spiritually, to notice what you have been experiencing lately. Just lie silently and listen as I talk about different experiences and see which jumps out to you. Ok, let's begin."

Exactly how have you been in your body in the last few weeks?

Maybe you have been hot, thirsty, often tired, maybe stiff, hungry, needing to pee, sore, heart pounding, maybe hyperactive, cold, fidgety, uncomfortable, maybe super chilled, flexible, lump in your throat, sore throat, strong, maybe really healthy, butterflies in your stomach,



achy, relaxed, maybe tense in certain muscles, headachy, maybe nauseous, or maybe energetic.

Exactly how have you been emotionally in the last few weeks?

Maybe you have felt grateful, tender, sad, balanced, maybe a bit despairing, frustrated, content, angry, aggravated, maybe upbeat, misunderstood, surprised, ashamed, maybe grumpy, peaceful, blah, left-out, bored, full of beans, maybe a bit detached, hopeful, worried, encouraged, inspired, maybe disinterested, elated, caring, curious, or maybe loved.

Exactly how has your mind been going in the last few weeks?

Maybe your mind has been all over the place, thinking clearly, engaged, foggy, maybe a bit scattered, perceptive, slow, sharp, maybe you've had a wandering mind, or over thinking, open to new ideas, analytical, maybe distracted, having positive thoughts, forgetful, having negative thoughts, or maybe lots of space in your mind.

Exactly how has your spirit been in the last few weeks?

Perhaps your spirit has been uplifted, empty, connected, in the right place, maybe disconnected, or shining bright, or displaced, feeling blessed, maybe a bit lost, maybe disconnected, clear, deflated, perhaps full, dull, or maybe restless, or stronger than ever.

Now just allow yourself a minute or so, as we stay here silently, to consider: what are the ways you would describe your internal weather of late: your body, your emotions, your mind and your spirit?

Pop-corn share: (10 min) "Now let's hear from a few people: What's our internal weather currently, and what external situations in our lives could be influencing our internal weather now? I'll go first..."

Prompt the discussion to consider these influences:

- How are we going with getting regular sleep?
- How are we going with getting good food?
- How are we going in relationship with friends/ family?
- How are we going with getting exercise?
- How are we going with getting time away from technology?
- How are we going with the expectations of people around us?

STOP START KEEP

"Now I want you to take 3 minutes alone to consider three things: What will you stop, start and keep doing to bring about more of what you need and less of what you don't need, physically, emotionally, mentally and spiritually? I want you to grab an object or some objects from the surrounding bush to symbolise your STOP, START and KEEP, and come back when I tell you ready to share with us."

Whole group share: What will you stop, start and keep doing?

Debrief popcorn style: What similarities were there in what we each shared?

Pair share: Now I want you to consider, which 2 or 3 people in your life could you count on for support at times when you feel overwhelmed? Who do you know would help you get back on track?"



Example 2: healthy girl (or boy) behaviour

(Suggested session before mixed gender reunion, but not necessary, 45 to 60 min)

Randomly split the groups into smaller groups. (4-5 groups of at least 3)

- Use a deck of cards – go with other hearts, spades, clubs, diamonds
- Summer, Autumn, Winter, Spring Birthdays

If the group needs a little energy throw in a quick connecting game – balancing challenge, new handshakes, 123 competition...

If the group needs to settle down and focus on each other give them a question to answer – “What is your favourite memory from primary school?” “What has been your favourite vacation and why?”

“Where’s your favourite place to relax?”

FRAMING

“We’ve spent time over the camp/year looking at healthy child/adult behaviour to support us to become more aware of what is changing as we grow in to adulthood and to help us make choices for ourselves around our thinking and actions. Today we are going to spend some time delving more deeply in to the behaviours that we want to explore and develop skills around. We will come up with some specific plans for developing our adult way of being.”

Hand out the child/adult thinking model (one to each group). Take the time to make sure everyone understands the behaviours. Maybe have the groups take turn reading them out loud. Then have the whole group identify the 4 girl/woman behaviours they think their cohort struggles with the most. If you have more than 4 groups then pick another behaviour you think would benefit them to examine more closely.

Once they choose, assign a behaviour to each small group and ask them to become the experts on this behaviour. They will present to the other groups, sharing what best practices or strategies they come up with.

Guide them with questions specific to each group. Give them at least 5 minutes for step 1-4.

Step 1:

To start, for the girl behaviour ask where it most shows up in themselves, others, their communities, the world. Get them to capture as much of it on paper as possible.

For example:

“Where do you most often find yourself competing with other girls/women?” “Why is that?”

“Where do we only care about ourselves, or only care for others?” What does that look like in ourselves, our peer groups, relationships?”

“Where do you find your body image driving your identity?” “Where does that feel important?” “Why does it matter so much?”

“Where do we look for peer group acceptance? Why it important to us?”

STEP 2:

What is the price of not behaving this way? What might happen if we do not compete, or don’t care how we look, or don’t let out our feelings, or take responsibility when we do something bad, or seek male approval?



Try to frame the natural tension and pressure of why this is a challenge. “Does it make sense that this is hard for us to work out sometimes?” “What are the different needs that might be in conflict?”

STEP 3:

Now ask: “What are the benefits of the healthy woman behaviour?” and ask them to capture as much of that as possible on another piece of paper. “What does the healthy behaviour look like?”

“What is the impact on ourselves and others?”

“Where do we see people balancing care? How?”

“Where do we see women building circles of support?”

“What does it look like when we manage our emotions?”

“What happens when we take full responsibility for our actions?”

“What are the qualities of a healthy male in relationship with us?” “How are we with them?”

“What does self-acceptance look like?”

“What gets in the way?” What is the impact of always striving for perfection? What is the impact of not building healthy adult behaviour? Where do we see adults behaving like children out in the world?

STEP 4:

What skills/strategies can they build to cultivate healthy adult behaviour for themselves? Get specific and capture it on paper.

“How do we build in self-care?” What are the specific ways we can practice self-care?

“How do we grow our self-acceptance?” “How do we make body image matter less?”

“How do we grow the male relationships we wish to have?”

“How can we develop emotional awareness and management?”

“How do we compete less with other girls/women?” “What do we focus on instead?”

“What are the ways we can now be taking more responsibility for ourselves and our actions?”

“How do we really come to like/accept ourselves?”

STEP 5: (4 to 5 minutes per group)

Have each group pick a representative or two and share their findings with the group.

Ask others from outside the group to contribute their ideas and what works for them. Invite the girls to write down in their journals anything that they want to remember for themselves.

See if the group can agree on a couple of group actions they could take together to build the community they want. (example: we are going to get two separate social circles to sit together at lunch) Can they be specific? Next Thursday at lunch we will meet on the oval steps.

STEP 6: (5-10 minutes)

When all groups have presented, separate out into individual space and move the girls in to relaxation/reflection. Ask the girls to have a think about what has most resonated for them personally in this session. “Have there been any “aha” moments?” “What behaviour resonates most with you right now?” Invite them to record in their journals or on paper what they want to STOP, START, KEEP doing for themselves to build healthy adult behaviour. Remind them this bit is just for them and they do not need to share it with anyone unless they want to.

Feel free to model examples from your life.

“Right now, I am practicing balancing care. I’m trying to STOP putting my family before me in the little things. When I cut up a mango, I make sure I get some too.”

“Right now, I KEEP surrounding myself with people who love me for who I already am.”



“Right now, I’ve STARTED taking my own opinion to have as much value as others in my life. What I think means as much as what my dog, brother, mother, dad, husband, friends think.”

success looks like.

- ✓ Participants have a developed understanding of what self-care is and why it's important
- ✓ Participants leave the program with a plan for their safe return



parent ceremony.

purpose.

One way to soften the return home for students on an Into Adulthood camp with AW is to invite the parents along for a ceremony at the end of a program. This creates a space for students to share their experiences with parents and for parents to gain a small insight into how the program has impacted their child. Below are some ways to deliver this process successfully.

NOTE: Steps 1-3 won't vary much across each program, they are:

Step one: Priming the group before the parents arrive (10min)

Bring the energy of the group up by playing their favourite game from the camp (e.g. flinch/camouflage/bang)

Step two: Frame up the ceremony (5min)

Invite students to join you in circle and brief them on what is about to happen. E.g. "In a moment, your parents will arrive. We will send two volunteers to go and collect them and when they get to our spot, I will formally welcome them. Once that is done, you will have 20min alone with your parents to share with them what the experience has been like. Think about sharing your favourite memory, your biggest challenge, what made you laugh most. Once that 20min is up, I will invite you all back into a circle and the rest is a surprise."

Step three: Welcome the parents (5min)

Once the parents have joined your group, welcome them in circle and then invite them to spend time with their child catching up on everything that's happened since you've been away. Allow 20min before moving on to step four.

Below are some variations on how to run steps 4-5.

session example 1.

Group	15 x Year 9s
Program	Into Adulthood
Session Length	60min
	Step four: Ceremony part one (using PLAY)
	Invite everyone back together to join you in a circle and have the students create a circle inside the adults, so that they are facing each other. Then hand out question cards to each person. Tell the group that when you say GO, you want them to ask each other the questions, swap cards and then the students will rotate in a clockwise direction to ask the next person their new questions. Run this for about 15min.
Delivery	Step five: Ceremony part two (using STORY)
	At the conclusion of the energiser, invite everyone back into one big circle. Use the time left to honour each student, individually, in front of their parent. You might choose to use the wooden discs here. In preparation the night before, write the name of the student on one side and one strength of theirs that you have witnessed on the other side. This serves as a prompter when doing the honouring.



session example 2.

Group	15 x Year 9s
Program	Into Adulthood
Session Length	60min
Delivery	<p>Step four: Ceremony part one (using STORY) Invite everyone back together to join you in a circle and with a stick, begin to draw a mud map of the campsite. Start to tell the story of the camp from your perspective, drawing on the ground as you go. At different points, stop to honour the students for strengths you witnessed at that moment in the camp.</p> <p>NOTE: This process requires some planning. I recommend writing the story as you go throughout the camp so that you can be informed and authentic during delivery.</p> <p>Step five: Ceremony part two (using STORY) Invite students to add any memories or stories to the mud map.</p>

success looks like.

- ✓ Every group member honoured by the facilitator in front of the adults
- ✓ Adults and students appear connected and like they are enjoying the experience
- ✓ Adults leave with a sense of understanding for what students have experienced
- ✓ The mood of the group is positive



conflict resolution.

purpose.

Effective conflict resolution where participants experience social and emotional growth as a direct result of conflict is a key differentiator between AW and competitors. AW sees huge potential for growth out of conflict and does not shy away from it on programs. Often the magic moments follow directly after the proverbial sh*t hits the fan and the facilitator is required to run a conflict resolution process. Below are the three conflict resolution methods that AW recommends.

method one - sh*t to gold.

INTENTIONS:

1. To restore trust in a group after some issue has arisen
2. To discuss conflict without blame & enable social and emotional learning
3. To grow group accountability in contrast to teacher/facilitator authoritarian status

WHEN TO USE THIS PROCESS:

Use this process if some event has compromised group safety/ connection.

FRAMING THE CONVERSATION:

"I'm now going to create space for a whole-community discussion to enable us to discuss (the event) and its impacts and find ways to move forward and put things right. This may seem a bit unusual, because we may not have seen this much before, and I can think of millions of examples where this doesn't happen, but healthy communities can discuss difficult things with open hearts and open minds and put things right.

I want to make sure we leave this discussion with everyone feeling heard, with a sense that as a whole community we have put things right. To help us really listen to each other, we'll use our 3 talking stick rules (recap if required). If this was an adult-child discussion I might have the say over what happens. But it's not, it's an adult-adult conversation. My role is not to decide what should happen. My job is to keep the discussion open. If we veer away from a healthy discussion, I'll get us back on track. I will have my say too, as one member of the community. We will have 4 rounds of questions. 4 times around the circle with the talking stick. Let's begin round one."

Round 1

Ask an **OBSERVATIONAL** question to find out what actually happened, the data as distinct from our response, our diverse experiences (what we saw & heard), such as:

- Let's hear from each person: From where you stood, what happened?
- Let's share one at a time: What did you notice?
- What happened to make you say that?

Round 2

Ask a **REFLECTIVE** question to validate the diverse range of feelings and responses, and give us insight into how we are impacted, such as:

- How did the situation effect you? Why?
- What were your thoughts and feelings about what happened?
- What was the most interesting/ important part for you, and why?

Round 3

Ask an **INTERPRETIVE** question to enable us to examine our values, beliefs and assumptions, and the significance and implications for the community, such as:



- How might this have come about?
- What matters most to you about this situation?
- What may happen if this situation continues?

Round 4

Ask a **DECISIONAL** question to identify options, make decisions and prioritise our action, such as:

- How will we put this situation right for the whole community?
- What could we start/ stop/ keep doing to make sure this doesn't happen again?
- What might need to happen next?

Wrap up

Finally, summarise what you have heard from the group (what they have agreed on, and where there is still disagreement) and test for their support of your summary. Thank them for their openness and acknowledge that only the healthiest communities are capable of such a conversation.

resources.

Please find below a link to the Sh*t to Gold resource, developed for teacher training in 2018.

- [Sh*t to Gold](#)



method two – empathy mapping/unmet needs.

NOTE: This process can be run in advance of any incidents as a way of preventing major conflict – just use made up scenarios instead of an event or incident specific to the group. Or even better, ask the group to throw up some incidents from school where something has impacted their friendship group negatively.

INTENTIONS

- To grow the capacity for empathy in group members
- To learn to honestly and kindly address behaviours that impact our community
- To grow a shared sense of what our community needs to be healthy
- To share accountability for behaviours that contribute to the health of our community

WHEN TO USE THIS PROCESS

Use this process following a conflict or incident that is threatening the safety/connection of the group.

FRAME THE CONVERSATION

In a moment, I'm going to give this community an opportunity to do something a little different, but first I want to get your answers to the following questions:

1. When someone misbehaves at school, what can we expect to happen?
2. How about on camps you have been on in the past where a member of the group has done something to compromise the safety of the group?
3. How does the person in charge normally react?
4. What consequences are usually awaiting the person who has misbehaved?

Great, now I want you to take all those ideas and insights we have just shared, and I want you to throw them away for the next hour. We won't need them.

This next activity is all about finding new ways to navigate conflict and overcome challenging behaviours in our community.

STEP ONE – What's happened?

Ask an **OBSERVATIONAL** question to find out what actually happened, the data as distinct from our response, our diverse experiences (what we saw & heard), such as:

- Let's hear from each person: From where you stood, what happened?
- Let's share one at a time: What did you notice?
- What happened to make you say that?

STEP TWO – Build the scene

Challenge participants to sue 2-3 group members to create a still picture of what has happened in the middle of the circle. Everyone else will be sitting around the outside observing the picture.

STEP THREE – Explore why this might have happened

In the circle, hand out the [empathy mapping cards](#) (1 between 2-3) and ask each group to spend some time filling it out for each person in the still picture.

e.g. what is the victim of the incident saying/feeling/thinking/wanting/concerned about?

What is the perpetrator of the incident saying/feeling/thinking/wanting/concerned about?

STEP FOUR – Group discussion

Invite the group to share what they came up with so a full picture can be drawn of the experiences of each person involved



STEP FIVE – Debrief

- How do we feel after what we've shared and learned?

STEP SIX – Unmet needs

Hand out the 'unmet needs' sheets to each group member and allow some solo time (5min) for them to reflect on and answer each line of the sheet.

The purpose of this extension of the session is to further drill down on what needs each party involved was trying to meet when they made the choices to do what they did.

For example, if participants can come to the realisation that group member X broke the confidentiality of the group because they wanted to feel connected and wanted, then they begin to think about how to meet those needs for that person so that they don't need to meet those needs in a way that negatively impacts the community.

STEP SEVEN – Debrief

- What can we do differently to meet the needs of all our group members in future?
- How can we better communicate our needs with each other?

resources.

Please find below a link to the Empathy Mapping/Unmet Needs resource.

- [Empathy Mapping/Unmet Needs](#)



method three – calling out influencers.

INTENTIONS

- To honour the leadership and influence of others
- To learn to honestly and kindly address behaviours that impact our community
- To grow a shared sense of what our community needs to be healthy
- To share accountability for behaviours that contribute to the health of our community

WHEN TO USE THIS PROCESS

Use this process if some students are dominating the group and having what seems to be a negative influence over the experiences of others.

FRAME THE CONVERSATION

Who can think of a leader you think is magnificent? Tell us why you think they're great. Who can think of a leader you think is terrible? Tell us why you think they're bad. It's one thing to consider what we will contribute to our community, as we have when we considered our group values. It's another thing to be told by your community for what they need from you, and rise to that, so you are contributing in ways your community needs, and leaving behind ways that don't work for the community. So this is also a conversation about leadership, about how we influence our community, this community.

Step 1 – Nominate and acknowledge 3-4 influencers

I want you to think about who in this group has the greatest influence over the group so far. When you've had a think, I want you to nominate 2 or 3 or 4 people that the group considers the influencers or leaders in this group. The influence can be positive, negative or a mixture. I'll only accept each nomination if it's unanimous. Who wants to nominate our first influencer? Great, who else? (Continue until you have 3 or 4 nominated unanimously). Ok, so those of you have been nominated, this is because the group sees your influence. Got that? So I want to acknowledge your power and influence in the group.

Step 2 - Influencers consider their influence

Ok, now I'm going to ask each of the influencers to find a spot in the bush, where you will stay on your own until we summon you back. While you're there, I want you to consider the question: What influence do I want to be known for in my community? What do I want to bring to my community through my leadership? Go.

Step 3 - Community talks to each influencer's positives/ negatives

Now that our influencers are not here, we can have perhaps a more open conversation about what is working for us and not working for us about the influence that each of them has on us. Let's hear from a few people, popcorn style, about each influencer's influence, the positive and the negative. Who will start?

Great, thanks for sharing. So now I want us to think of some feedback we can give each influencer, when we shortly summon them back. This is the community supporting leaders to be their best by letting our influencers know how they're doing and what we need from them:

- What do we as a community need them to **start** doing?
- What do we as a community need them to **stop** doing?
- What do we as a community need them to **keep** doing?



(Spend some time allowing them to get clear about these things, and who is willing to share them when the influencers return.)

Step 4 - Influencers to share the influence they want to have

Welcome back. Let's hear from each of the influencers one by one regarding what they want to bring to their community. Who will start?

Step 5 - Community shares a stop/ start/ keep with influencers

Great, thanks for sharing. So in acknowledgement of your leadership, your community is going to be courageous enough to give you feedback on your leadership, your influence. This is the community supporting you to be your best by letting you know how you're doing, your positive impact and your negative impact, and what we need from you. Are you ready?

Who wants to receive feedback first? Thanks. Let's begin.

- What do we as a community need them to **start** doing?
- What do we as a community need them to **stop** doing?
- What do we as a community need them to **keep** doing?

NOTE: Be prepared to reframe the conversation by acknowledging:

- how unusual this conversation is in the outside world
- what difference it would make if we could have leaders who always grew our community
- how it shows great maturity to speak honestly and kindly to any difficult behaviour
- how this is about our leaders growing and our community getting its needs met

Step 6 – Debrief:

- Influencers, how was that for you?
- Everyone else, how was that for you?

success looks like.

- ✓ Conflict is effectively resolved
- ✓ The group is more bonded and connected after the experience of conflict
- ✓ The mood in the group is positive and connected
- ✓ The rest of the program is mostly conflict free



dissolving the container.

purpose.

Formally dissolving the container that a group has spent time and effort building for a whole program is an important step in their return to “normal” life. In the same way that setting up a Group Values Contract marks the beginning of a program, dissolving the container is a great way to symbolise the end of what has been.

delivery.

Acknowledge what the container has held over the last 4 days. Acknowledge that from here the group will go back to being part of a much larger group and the energy will change.

Ask for a way the group can symbolise this change. How would they like to dissolve the container in a way that honours and celebrates all the experiences, stories and memories the container has held for them?

Remember to set the expectation for each group member that family members at home may not totally understand the depth of this experience that they've shared with each other.

Lastly, ask the young men and women if they want to create a way of connecting to each other when they go back and re-enter different peer circles? Is there a one-word check-in or hand signal we can make up that means are you okay?

success looks like.

- ✓ The container is effectively dissolved
- ✓ Group members have a way of connecting and checking in when back in their usual environment
- ✓ Students demonstrate an understanding that people at home may not fully understand the depth of their experience. And that's ok.



scenarios. what do I do if...?

congratulations!

You made it to the end of the AW Facilitator Process Kit. Now it's time to test your problem-solving skills. Below you will find a collection of real-life scenarios from a range of different AW programs. Read through them and make some notes on how you might navigate them using the processes in this Kit.

scenario 1.

It is day 2 and you are very aware that 3 alpha males in your group are negatively impacting the safety and experience of your group. If allowed to go on any longer, it is unlikely you will be able to restore the container. What do you do?

ideas.

scenario 2.

On the first evening of camp, your teacher reprimands a student for something they have shared in circle, in front of the whole group. How can you approach this incident while strengthening your relationship with the teacher?

ideas.

scenario 3.

A student in your group has broken confidentiality, telling members of a different group about something that was shared in circle last night. How do you restore safety to the group and container?

ideas.

scenario 4.

Your group nominates a navigator who, while navigating to the first activity of the day, gets the group lost. As a result, the group misses out on the activity (one they were all really looking forward to). The group lose their shit, turning on the navigator. What do you do?

ideas.

scenario 5.

A member of your group is experiencing severe homesickness that is beginning to impact the experience of the rest of the group. How do you approach this so that the group and individual's needs are met?

ideas.



hard skills.



shelter 101.

purpose.

This activity is designed to give students the knowledge they need set up and maintain a comfortable and safe shelter on camp. Below are briefing points to be used as a guide.

step one.

Discuss and choose as a group the location of the 'sleeping quarters' where all student tents should be grouped together to maintain safety and supervision. The following points should be noted:

- **Flat ground** is preferable although when there is only sloped ground ensure students sleep with their head uphill
- Check for evidence of **animals and insects**: burrows, nests, etc
- Assess surrounding **trees** for possible hazards such as cracks, splits, wounds, decay, excessive lean, hanging limbs, dead branches. (see "Hazardous Trees" in Instructor Handbook for more details)
- If there is **extreme weather** forecast, check direction of wind and seek protection or face tent away from oncoming weather.
- If **rain** is expected avoid 'dips' in the ground that may be flat but will fill with water
- Ensure there is enough **space** to walk between tents to avoid trip hazards

step two.

Set up tips : tent/hootchie

- **Clear the ground** of sticks/pebbles and rocks
- Always gather up the **tent bags** together and store inside the tent so they don't blow away
- Be careful with the **poles!** Watch for people and other tents around you to avoid injury
- **Pegs**: angle them at 45° away from the tent and if the ground is hard tap it in with a rock/mallet, DO NOT push in with your foot as it will bend them.
- **Guy ropes**: are only necessary if it is VERY windy. If possible, leave them bundled up to avoid the trip hazard and make pack down easier

step three.

Shelter rules and courtesies

- Always keep **doors** and fly screen zipped shut: avoid animals, bugs and rains
- Be gentle with the **zippers**
- **No shoes** inside
- **Keep tidy** and be courteous of your tent partners space
- Remember that as cosy as tents are when you're inside, they are **not soundproof!** (Be careful what you say when inside)

step four.

Pack down

- If possible, never pack down a **wet/damp tent**. Move them into the sun to dry and allow time to pack down later in the day. Even if it hasn't rained, often the bottom is wet from condensation so tip the tent upside for a while to dry the base.

(AW Tents)

- Once the tent is empty, pull out all **pegs** ensuring there are at least 6 per tent. If any are bent, have a staff member in charge of straightening them using the rubber mallet on a picnic table/block of wood.
- Bundle up each individual **guy rope** and tie neatly

- Remove the **outer fly**, lay it on the ground 'like a jellyfish laying on its side', fold it into a long rectangle ensuring one end is the 'open' end to allow air to escape. Set aside



- Carefully remove tent **poles** and break down beginning from the center to avoid over stretching the elastic. Checking for damage or cracks, place with the small bag with pegs
- Turn **inner** part of tent inside out to make sure all sand is removed. Turn the right way again and lay flat, with all doors zipped closed. Fold outside edges into the middle, then in half again lengthways so you end up with a long rectangle



- Lay the folded outer on top of the folded inner and set the pegs and poles on top of their bags to be **checked off by an adult** that everything is there



- Put poles and pegs into the **small bags** and **roll the tent tightly** around the pole/peg bag

step five.

Leave no trace

- Check surroundings for rubbish, lost pegs, belongings, etc
- If the area was cleared of debris, re-scatter leaves, sticks and rocks

note.

If you find any damage/mould/missing parts/etc, please note the tent number and what is wrong to give the camp director during debrief.