

December 2009

To the LMG Coordinator; LMG Chair  
Strengthening Families Programme  
Family & Community Services  
Ministry of Social Development

Dear Coordinator and Chair of FACS Local Management Group

#### **DARE SKILLS FOR LIFE YOUTH PROGRAMMES**

To follow up from our recent phone conversation, Cyrus Nielsen (FACS Central Region) and the DARE Foundation of NZ have been working towards creating a synergy between the two organisations and discussing how the DARE programmes can be included (or added) to current service providers/agency's existing 'toolkit' and how the programmes could be supported within the case management process. We want to seek a way forward that ultimately increases the awareness of the DARE programmes and how others within the MSD framework can access them.

Your contact details were provided and I include an introduction and explanation of the DARE programmes which can be forwarded to the various initiatives you support within the Region.

The DARE Skills for Life community programmes (DARE to be You & DARE to Move On) are relatively new (launched in 2006 and 2008 respectively) and have recently been independently reviewed by the University of Canterbury. The programmes are unique, comprehensive and versatile. We would invite interest from all those working with young people and their families. The DARE programmes written by New Zealanders for New Zealanders are proven successful programmes, and are at the cutting edge of current thinking on prevention and rehabilitation. We believe we have the programmes to benefit our young people and the results to prove it.

As Cyrus mentioned, I would be very happy to present at your local management group meeting so that information about the organisation and the DARE Skills for Life programmes could be presented first hand to those who work with facilitators wishing to enhance their current 'toolbox' of interventions for youth.

Although I am based in Wellington, I am able to travel to your region to a LMG meeting when appropriate.

If you have any queries or concerns, please do not hesitate to contact me. I look forward to your response.

Kind regards

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## The DARE Foundation

At the DARE Foundation, our aim is to give every New Zealander the skills they need to reach their full potential, by asking the hard questions about the real issues affecting us all today. We provide a range of programmes tailored to New Zealanders of all ages. The programmes are designed to challenge children, parents and their communities to develop skills in DARE – Decision-making, Assertiveness, Responsibility and Esteem – and enable them to make informed choices to live a powerful life.

DARE in New Zealand aims to:

- Develop effective “Skills for Life” education that engages young people, their families and their communities in a common goal;
- Develop programmes in a consultative manner; and associate the development of these programmes with credible and independent research and evaluation;
- Mobilise local communities to involve themselves in educational programmes that meet their particular needs;
- Provide complementary and mutually reinforcing programmes for young people, Police, teachers, parents/caregivers, and community groups.



## About DARE – Skills for Life

DARE has come a long way since our early incarnation solely dealing with drug and alcohol resistance education. We would love to make our activities known to the wider community in order that more young people can benefit from our programmes. Our life skills community programmes are **DARE to be You**, **DARE to Move On** and **DARE to Support Your Kids**.

We use storytelling techniques (known as bibliotherapeutic techniques) to draw young people out in an exploration of the issues that affect their lives. We have seen some amazing transformations – young people who have walked away from gang membership, or who have made other important changes in their lives.

## DARE – Skills for Life Programmes

The World Health Organization has defined life skills as, "*the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life*". UNICEF defines life skills as "*a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills*". The UNICEF definition is based on research evidence that suggests that shifts in risk behaviour are unlikely if knowledge, attitudinal and skills based competency are not addressed.

Life skills are essentially those abilities that help promote mental well-being and competence in young people as they face the realities of life. Most development professionals agree that life skills are generally applied in the context of health and social events.

UNICEF, UNESCO and WHO list the ten core life skill strategies and techniques as:

- *problem solving*
- *critical thinking*
- *effective communication skills*
- *decision-making*
- *creative thinking*
- *interpersonal relationship skills*
- *self-awareness building skills*
- *empathy*
- *coping with stress*
- *coping with and emotions.*

Self-awareness, self-esteem and self-confidence are essential tools for understanding one's strengths and weaknesses. Consequently, the individual is able to discern available opportunities and prepare to face possible threats. This leads to the development of a social awareness of the concerns of one's family and society. Subsequently, it is possible to identify problems that arise within both the family and society. With life skills, one is able to explore alternatives, weigh pros and cons and make rational decisions in solving each problem or issue as it arises. It also entails being able to establish productive interpersonal relationships with others.

The DARE programmes focus on building strategies and techniques for young people to better develop these skills.

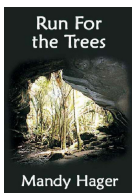


## DARE TO BE YOU

**DARE to be You** is aimed at young people from 10 years of age and is very versatile and can be 'crafted' to suit the needs of the individual or group. It covers themes including Family Issues, Self Esteem Issues, Disabilities Issues, Celebrating Diversity and Conservation Issues. With the aim to help build and reinforce young people's own sense of who they are - their own unique skills and qualities - and also encourages them to look beyond their own lives, to develop empathy for the people immediately around them, in their community, society and global village.

They will discover that 'difference' can be a quality; that daring to stand secure in one's own space requires self-control, self-reliant decision-making, and the ability to harness the positive influences of our unique experiences, cultural and social backgrounds and individual learning styles.

The book ***Run For The Trees*** by Mandy Hager acts as the catalyst for this journey of self-discovery, and young people walk alongside the book's main characters as they make their own voyage towards self-esteem - learning how to transform 'disability' and uncertainty into productive creativity, colour and diversity ... by celebrating the unique differences in each of us.



*Run For The Trees* is an exciting adventure of sabotage and intrigue, self-reliance and courage, that takes the reader on a breathless trip from Wellington to West Coast wasps nests and back to the Capital's Beehive.

It tells the story of thirteen-year-old Ben Costas, who finds himself alone when his mother goes on holiday with the 'axe murderer' and his uncle, an eccentric eco-protector, disappears.

Added to this mix is a bossy runaway called Ange, two tenacious thugs, and a geriatric 'greenie'. Ben's struggles to reunite with Uncle Rick at an anti-logging protest culminate in a scary race to expose political corruption and save the native forest from exploitation.

Ben's journey to self-esteem despite (or perhaps *because of*) his dyslexia is told with humour and compassion. He doesn't have the answer to everything, Superman-like – but, rather, struggles with each obstacle and makes a tremendous effort to problem-solve. Usually he succeeds. When he doesn't, he berates himself - because at heart he still thinks he is stupid. The reader can see through this though, so the message is subtly delivered – that we can be our own worst enemy... that the key to realising our unique inner strengths and skills is to *DARE to be You*.

The five modules of the programme are designed to work with a wide range of needs, abilities and maturity – with the capacity to encourage significant personal growth and rehabilitation.

**The first module is FAMILY ISSUES** which focuses on the dynamics found in family situations, and explores the diversity of 'family' structures, behaviours and relationships. It covers topics as communication, loss and grief, bullying and the pressure to conform within a peer group.

**The second module is SELF ESTEEM ISSUES** focuses on the range of ways self-esteem can be fostered or damaged, and offers constructive methods to improve individual self-esteem and to enhance the self-esteem of others.

**The third module is DISABILITY ISSUES** introduces the concept of replacing the term *disability* with the more positive and valid descriptor *differently-abled*. The module explores the range of disabilities, the responses to people with disabilities, the gift of difference, and encourages empathy through the opportunity to walk a mile in someone else's shoes.

**The fourth module is CELEBRATING DIVERSITY** allows participants to look outside their own sphere of experience and discover the positives of the diversity around them. It looks at the breaking down of stereotypes and at the innate qualities (such as empathy) that link together the family of humans.

**The fifth module is CONSERVATION ISSUES** not only examines the controversies and consequences surrounding native forest destruction, but also explores the nature of activism and the ways to engage actively as a responsible global citizen.



## DARE TO MOVE ON

The **DARE to Move On** programme aims to help build and reinforce young people's own sense of who they are - their own unique skills and qualities. It also challenges them to look at the areas of conflict and turmoil in their lives, and to help them overcome the obstacles in their path that have impacted on their behaviour to date, in order to empower them to lead more healthy, peaceful and fulfilling lives. They will discover that taking positive control of their life requires self-control, self-reliant decision-making, and the ability to understand the *consequences* of their behaviour ... that their actions ripple out to affect those around them and, ultimately, the whole society.

The programme uses the book ***Smashed*** as the catalyst for this journey of self-discovery, and participants in the programme walk alongside the book's main characters as they progress from self-absorbed chaos, to a more healthy, empathetic and positive future. *Smashed* came from Mandy Hager's desire to tackle the issues of teenage drinking and substance abuse, and the terrible repercussions of date rape. It is this 'ripple effect' that forms the core of this story about three teenage friends. Their friendship, loyalties and values are thrown into confusion with the rape of the main character's younger sister by one of his best friends. His reaction to this rape, and the tragic consequences that result, lead the reader on a tumultuous journey through the guilt, pain, confusion, and potential incarceration, that one apparent act of 'revenge' heralds. It's a cautionary tale of growing up – of the huge and complex challenges today's young people face in their lives. It is also, ultimately, a story of courage, love and redemption.



Meet Toby, the super-bright, skinny Asian guy and his fiery red-haired sister Rita. Throw in Carl, his brain addled by ADHD and any substances he can lay his hands on. And Don, son of an alcoholic father, whose actions one fateful night change the path of all their lives. *Smashed* hurtles through the lives of this group of friends as a series of events unfolds that none of them can predict — or control. As Toby finds himself deep in trouble and confused about the truth, he is forced to the vital question: are we really just puppets controlled by our genes, or do we have the free will to rewrite our own destiny?

### ***Smashed* by Mandy Hager – Esther Glen Award Winner 2008**

*Presented to the author who is considered to have made the most distinguished contribution to literature for children.*

Judges' comments: "This story is so real – it reflects the situations teenagers so often get themselves into unwittingly, and the angst they feel as circumstances overtake them. Toby, an Asian student with a Chinese father and Irish mother narrates the story. He is accused of bashing his friend while inebriated and hospitalising him, after said friend raped Toby's younger sister. A feature of the story is a brother who cares for sibling – refreshingly different in novels of today. And they do exist. Strong family values come through clearly in this novel, the action and dialogue between characters is realistic and we continue to think after the story is over about what we are asked philosophically; are we guided by our genes or does free will have a strong part to play? The novel discusses many teenage issues such as drugs, friendship, family relations, law and order and sex and the story is told with such passion and humour that it is difficult to put down. The surprise ending is cleverly handled and so frustratingly (for Toby), believable."

Topics covered in the DARE to Move On programme include:

**Identity** is formed by many different attitudes and experiences, as well as our genetic inheritance.

**Expectations** - There are many *different pressures* on a person to conform.

**Trust** - Rape and similar traumas are an *abuse of trust*.

**Revenge** - *Revenge stifles growth* for both victim and perpetrator.

**Consequences** - For every *action* there is an equivalent *reaction*.

**Powerlessness** - Feelings of powerlessness can make us blind to *potential solutions*.

**Assumptions** - *Assuming* something about a person or action doesn't make it true.

**Truth** - Telling the truth is the *foundation* of all healthy relationships and actions.

**Taking Control** - *We all have control* over our own thoughts and actions.

**Personal responsibility** - Taking responsibility for our lives gives us *control over our future*.

**Life is change:** We all have the capacity to make changes to ourselves if the desire to change is there.

**Inner Strength:** Real strength is about how well you can control your life in positive ways and believe in a healthy future.



## **DARE TO SUPPORT YOUR KIDS**

DARE to Support Your Kids is a programme designed for parents and caregivers. Parents and Caregivers will learn skills to help them support their young people make sensible lifestyle choices as they approach the teenage years. Such information should empower parents and caregivers and give them confidence and skills to build sound family relationships, to work together to establish guidelines for responsible decision making within their own families.

### **Programme Content:**

- Communicating with our kids
- Trust and Guidelines in the Family
- Pressure and Problem Solving
- Role Modelling
- Guest speaker (optional)

### **Programme Objectives:**

- Acquire skills to encourage and support young people as they start to make their own decisions and to take responsibility for these decisions;
- Recognise youth-related issues and identify agencies who can help with these;
- Understand the importance of their own position as role models promoting healthy lifestyles and responsible decision making;
- Build sound relationships with their children;
- Solve issues that arise within the family

### **Parents will learn:**

- To share and reinforce special qualities about young people;
- Talk meaningfully with young people;
- Really listen to what young people are saying;
- Clarify their opinions on drug issues;
- Be informed about drugs in order to help young people make wise decisions;
- Define trust and explain why it is important;
- Find ways to build trusting relationships with young people;
- Negotiate guidelines for young people;
- Identify and understand the pressures that young people face;
- Recognise that these pressures may lead to drug misuse;
- Have a strategy for solving problems that may arise;
- Explain the importance of parents/caregivers role modelling sensible use of alcohol;
- Consider changes they might like to make to their own use of alcohol.

**INDEPENDENT REVIEW OF THE DARE TO YOU & THE DARE TO MOVE ON PROGRAMMES  
NIKKI EVANS, DIRECTOR OF THE BACHOLAR OF SOCIAL WORK PROGRAMME  
CANTERBURY UNIVERSITY, JANUARY 2009**

As part of DFNZ's ongoing commitment to ensure the DARE programmes are meeting their aims and objectives, an independent report was commissioned to review and evaluate current programme goals, materials, practice and processes of both the **DARE to be You** and the **DARE to Move On** programmes.

- The report provides research based evidence for the content of the programmes.
- It highlights the strengths and supports the principles that underline the DARE philosophy.
- It gives positive recommendations for continued programme development and possible new programmes in the future.

The DFNZ believe this review is a vital tool to enable the DARE Community programmes to reach a higher level and a wider audience. It proves these programmes are a wonderful opportunity for schools, organisations and community facilitators to work together to create better life skills for some of our more vulnerable young people.

*The following are extracts from the full report. If you would like to receive the full report please contact Adela Jones on email [dare002@dare.org.nz](mailto:dare002@dare.org.nz) or visit [www.dare.org.nz](http://www.dare.org.nz).*

Evaluation Objectives include:

- To review and evaluate current programme goals, materials, practice and processes of two DARE community delivered programmes; DARE to be You and DARE to Move On.
- To review programme logic and evaluate whether the goals of the programmes are being met by the programme documentation and teaching materials.
- To evaluate whether programme content is appropriate and relevant to the target group
- To consider whether the programme have the potential for positive long term outcomes.

Overview of the DARE Programmes

A range of life skills identified by UNICEF, UNESCO and WHO are the foundation skills taught within two community delivered DARE programmes, DARE to be You and DARE to Move On. These organisations list the ten core life skill strategies and techniques as: problem solving, critical thinking, effective communication skills, decision making, creative thinking, interpersonal relationships skills, self-awareness building skills, empathy and coping with stress and emotions.

The DARE to be You programme focuses on topics towards self esteem, family issues, cultural diversity, disability and conservation. The DARE to Move On programme explores identity, peer pressure, trust, revenge, consequences, responsibility, powerlessness, assumptions, truth, expectations, and inner strength.

Substantive Review: Evaluating both programmes against contemporary research and literature.

The review concentrates on research findings and clinical reports that examine effective interventions for youth, including consideration of treatment components and aspects of programme delivery to establish the relevance and appropriateness of the goals, methods and materials of the two DARE programmes.

The review focuses on 6 aspects related to effective intervention for youth identified as being:

Risk Assessment, criminogenic needs, responsivity, modality of treatment, programme integrity, community location.

Risk is generally constructed around the assessment of static and dynamic factors. While static factors cannot be changed once they occur, early or prophylactic intervention can prevent some of these factors (such as engagement on criminal behaviour). The content of the DARE to be You and DARE to Move On programmes have the potential to teach young people skills and provide them with knowledge to better equip them to deal with emotions and situations and change the 'at risk' trajectory that they were on. Dynamic risk factors, may also be related to recidivism, and are the target of intervention as they are responsive to change. Dynamic factors targeted by both the DARE programmes reviewed appear to be consistent with literature and research recommendations in this field. Conceptualisations of risk and resiliency or protective factors are critical to strengths-based interventions for youth such as those provided by the DARE programmes. These programmes clearly target factors identified in research literature for youth generally and youth estimated to be at low risk of engaging in anti-social behaviour.

### Need

The strengths-based approach model – Good Lives Model – emphasises reducing risk by providing individuals with the means (through knowledge and skill) to attain basic human needs in socially appropriate and personally meaningful ways. Consistent with this more holistic approach, the DARE programmes focus on the exploration of contextual factors, meanings attributed to life events that occur in the novel, core beliefs, problem-solving skills. And, in line with the GLM and cutting edge approaches to mental health issues, both the DARE programmes reviewed include a significant emphasis on strengths.

### Modality of Treatment

Best practice interventions with youth target the youth's social perspective-taking skills, belief systems and any anti-social or offence supportive attitudes or cognitions. Interpersonal communication skills are also a focus of group intervention programmes. Such modules address issues of interpersonal communication styles, family and peer relationships, affect identification and recognition, anger management techniques, problem solving abilities, attitudes and values. The DARE to be You programme is extremely strong in all of these intervention components. Similarly, the DARE to Move On programmes includes cognitive behavioural therapy (CBT) components within interventions.

It is suggested that the level of social support established within the youths' community is a crucial factor in the maintenance of skills acquired. This means that school-based delivery of programmes may be especially appropriate in targeting school attendance and achievement, bullying, self-esteem, anger management, friendship and relationship issues and identity issues. The delivery of the DARE programmes within the community setting is clearly a strength of these interventions and likely to be lined to more positive outcomes.

Programme integrity and professional ability of those delivering the programme are strengths of the DARE to be You and DARE to Move On programmes. Accreditation of staff, ongoing training and supervision are all essential component of maintaining the high standards achieved by this provider.

### Community Location

Already offered within the community, the DARE to be You and DARE to Move On programmes are likely to be more effective than those offered in residential settings. In addition, most of these programmes are provided in school settings further increasing the likelihood of positive outcomes relating to this context (such as school attendance, achievement, self-esteem, truancy, pro-social behaviours and attitudes.)

## Bibliotherapy

The DARE programmes use a bibliotherapy approach to facilitate change in identified risk and protective factors. Bibliotherapy refers to the process of sharing stories with individuals, families or groups to facilitate insight into personal difficulties and provide opportunities for emotional growth. Bibliotherapy has been shown to be an effective intervention for developing empathy and reducing aggression in boys with aggression and affect problems – often considered a difficult to work with and highly resistant population.

Groupwork undertaken within a bibliotherapy framework can be used to facilitate the process of expressing emotions such as sadness, hurt, anger and promote affective change, normalise problems, develop personal insight and achieve growth, make sense of the trauma or aversive life experiences, work with resultant core beliefs, provide information, develop solutions to problems, and develop skills and strategies to deal with situations.

### **DARE to be You:**

The DARE to be You programme is targeted at 'youth' and 'youth at risk' from 10 years of age. The programme structure and logic is sound and largely consistent with a risk, need, responsivity + Good Lives Model (GLM). This can be considered to be the primary change model of the programme. A bibliotherapy approach, within a groupwork framework, is employed as the primary method of delivering the programme. Again, the structure and content is consistent with relevant research and literature. The programme meets the set objectives, and the emphasis on diversity is strong and integrated. This is a significant strength of the programme.

The programme is well structured and has a very detailed manual ensuring programme integrity. Because DARE to be You is facilitated by trained professionals the quality of programme delivery is likely to be of a high standard. Evaluation feedback appears to be extremely supportive of the effectiveness of this intervention with evaluation reports detailing significant changes and positive outcomes for many participants following completion of the programme.

### Strengths of the DARE to be You Programme:

- The programme meets the set objectives, and the emphasis on diversity is strong and integrated.
- Targeting interventions to areas that have been identified in relevant research and literature as being likely to reduce the likelihood of initial engagement in problematic, anti-social or offending behaviour (prophylactic interventions) by young people and reducing likelihood of ongoing engagement in these behaviours by youth 'at risk'. This is a significant strength of the programme.
- Structured programme and detailed manual documenting intervention goals and expected outcomes, as well as session structure and activities.
- The standard of training of facilitators and accreditation processes employed. Engaging skills professionals to deliver the programme is likely to enhance the quality of the programme content and competent management of process issues including any safety concerns.
- The holistic and environmental focus of the DARE to be You programme includes a focus on issues such as conservation and pollution. The DARE programme components probably extend beyond Ward's GLM intention that interventions are responsive to 'environments the person is likely to be living once they complete the programme', but they are nonetheless consistent with this model, and challenge other programmes to respond in this truly holistic way.
- Involvement of significant others can increase the likelihood of successful outcomes of programmes for children and young people. Parents can be invited to the challenge activities for practical purposes but also to celebrate the successes and achievements of the child or youth. Parents may also attend a celebration session to make participation and successful conclusion to the programme by the participant.
- Potential to participate in the DARE to Support Your Kids parent programme during the time the child or youth is participating in the DARE to be You programme.
- Delivery of the DARE to be You programme in the school or local community is also a significant strength and more likely to produce change than institutionally delivered programmes.

## **DARE to Move On:**

The DARE to Move On programme is targeted at 'youth at risk' from 14 years of age. The programme structure and logic is sound and largely consistent with a risk, need, responsivity + Good Lives Model (GLM). This can be considered to be the primary change model of the programme. A bibliotherapy approach, within a groupwork framework, is employed as the primary method of delivering the programme. Again, the structure and content is consistent with relevant research and literature.

The programme meets the set objectives, and the emphasis on diversity is strong and integrated. This is a significant strength of the programme. The programme is well structured and has a very detailed manual ensuring programme integrity. Because DARE to Move On is facilitated by trained professionals the quality of the programme delivery is likely to be of a high standard. Evaluation feedback appears to be extremely supportive of the effectiveness of this intervention for youth and evaluation reports detailing significant changes and positive outcomes for many participants following completion of the programme.

### Strengths of the DARE to Move On Programme:

- The novel Smashed is outstanding and the supporting artwork is splendid.
- Generally and specifically targeting interventions to areas that have been identified in relevant research and literature as being likely to reduce the likelihood of initial engagement in problematic, anti-social or offending behaviour (prophylactic interventions) by young people and reducing likelihood of ongoing engagement in these behaviours by youth 'at risk'. This is a significant strength of the programme.
- Structured programme and detailed manual documenting intervention goals and expected outcomes, as well as session structure and activities. The manual is easy to use and information is easily accessible which is likely to contribute to maintaining programme integrity.
- The programme meets the set objectives, and the emphasis on diversity is strong and integrated.
- The standard of training of facilitators and accreditation processes employed. Engaging skilled professionals to deliver the programme is likely to enhance the quality of the programme content and competent management of process issues including any safety concerns.
- Involvement of significant others can increase the likelihood of successful outcomes of the programme. Parents can be invited to the challenge activities and to celebrate the successes and achievements of their youth.
- Potential to participate in the DARE to Support Your Kids parent programme during the time the child or youth is participating in the DARE to Move On programme.
- Delivery of the DARE to Move On programme in the school or local community is also a significant strength and more likely to produce change than institutionally delivered programmes.

### General

It seems appropriate and relevant that participants could take part in DARE to be You then DARE to Move On to build on previously learned messages and skills. This would provide opportunity to consolidate earlier learning and extend this in a new context. It would be possible to run the groups in quick succession with the same participants where a more intensive intervention is desired, and in other situations they may be staged across the school curriculum with DARE to be You offered from Year 6 and DARE to Move On from Year 10.

### About the Reviewer

Nikki Evans, MA (Psychology), DipSOWK (Distinction) has been a teaching academic since 1998 and is the Director of the Bachelor of Social Work Programme, School of Social Work and Human Services, University of Canterbury. Her research interests include the study of male and female perpetrators of sexual abuse; youth health and mental health; youth violence towards parents; women's health and reproductive health issues; narrative therapy; sexuality and social work practice. Nikki is currently completing a doctoral research project on social support issues and impacts on families of youth who have sexually abused. Her practice involvement has predominately been working with young people who have engaged in sexually abusive behaviour as a Senior Specialist Clinician for the STOP Adolescent Programme, Christchurch New Zealand. Nikki has recently published the first book in a series of therapeutic stories for children, *Eloise's Excellent Experiment* (2008) and has contributed to books, written journal articles and presented refereed conference papers.

## DARE TRAINING PROGRAMMES

**DARE TO BE YOU:** Facilitator training for the DARE to be You programme is facilitated by DARE to be You Regional Trainers and can be held in your region. It is a one day workshop.

**DARE TO MOVE ON:** Facilitator training for the DARE to Move On programme is facilitated by the DARE to Move On Training Team which includes Mandy Hager, Author; Jennie Jones, mental health specialist consultant; Kylie Tippett, Rape Prevention Education Specialist Trainer; plus DMO Experienced Facilitator. The training workshop runs for 3 full days consecutively.

**DARE TO SUPPORT YOUR KIDS:** Facilitator training for the DARE to Support Your Kids programme is facilitated by Pup Chamberlain, one of the programme designers. It is a one day workshop.

All Facilitators are licensed by DFNZ (DARE Foundation of NZ).

## LETTERS OF SUPPORT

Below are examples of feedback from facilitators/participants/parents regarding the DARE Community Programmes:

### **DARE to be You - Wairarapa/Wellington**

#### Participants

*Run for the Trees is a great book and it is my favourite book. I learned to be a caring person and not to be shy to share my feelings.*

*I learned to respect others, believe in myself and be true to myself.*

*It has helped me at school – I work hard and try to be nicer. At home – I do more things for my mum. With friends – I spend more time with them and care for them.*

#### Parent

*While on the programme he appeared to become more confident to say what he thought and felt. The facilitator was fantastic – she is approachable and friendly and she went out of her way to assist with transport issues that often arose.*

### **DARE to be You - Southland**

#### Parents

*A positive start in her attitude. Increased self esteem, empathy, confidence and maturity.*

*T and J loved the opportunity to be part of the course. The topics interested them and sparked thought and discussion. They really enjoyed it. Thank you.*

#### Facilitator

*Self esteem increased over the duration of the programme. Behaviour noted to have improved by teacher/family. The students were more positive about themselves.*

*Students could reflect on their own journey and realize how they have managed to move on from here. Also the pleasure of being read to and colouring-in. They took pride in their art work. They have learned to listen, respect and tolerate each other and show respect for their elders.*

## **DARE to be You - Tairawhiti**

### Facilitator

*The programme has definitely been worthwhile. I could see three girls really benefit and change their attitudes towards life and each other. The changes in students – they get on a lot better. They didn't put each other down as much. They now understand disabilities and know how to look for the good in people not the bad.*

### Parent

*Excellent programme – I want my other children to do it!*

### Participant

*I'm more helpful around home. The programme has helped with my relationship with mum. I learned to be quiet when someone else is speaking. I learned not to be mean to others, and learned to share with others. I learned to talk with my peers and to be more responsible.*

## **DARE to Move On - Southland**

### Facilitator

*The students became more responsible they thought through their actions and the impact on their lives. They stood up to peer pressure and made significant decisions about how they spend their leisure time. They become more involved in sports. They have set goals for their future and are working towards them.*

## **DARE to Move On - Eastern Districts**

### Dean Y10 from Hastings Boys College

#### *Student 1*

- *There have been many fewer pastoral incidents since he has been involved in the DMO programme*
- *He has been heavily involved in rugby, this has helped him*
- *He doesn't react negatively, as much, to conflict situations*
- *There is still an issue with one teacher*

#### *Student 2*

- *He has disappeared off the pastoral list of miscreants*
- *He has been great, more settled and focused*
- *His success at basketball has aided his improvement*
- *A change of class at the end of the first term has also helped*

#### *Student 3*

- *There has been no pastoral incidents recorded since he started the programme*
- *I have noticed a huge improvement with his attitude and effort at school*
- *He seems happier in himself. He has gained in self confidence*

Further feedback and support letters can be provided on request from National Office see [www.dare.org.nz](http://www.dare.org.nz)