



# SUGGESTED SOLUTIONS TO ETHICAL SCENARIOS



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## 1. ANSWERS FOR CYBER SAFETY ETHICS QUESTIONS: PRESCHOOL

**Scenario:** During your team meetings, one of your helpers brings her pre-schooler. Everyone is fine with this as having an inclusive environment is important to your team. Your helper gives her pre-schooler a tablet to play on during the meeting. You notice that the pre-schooler is opening a variety of web sites, which include some porn sites.

The codes that help us from the **RELATIONSHIP - QUALITY RELATIONSHIPS – WHANAUNGATANGA** section and help us answer the question “How can we strengthen the relationship we have with this child or young person?” are:

**1 Your Primary Relationship** \*1.1; **2 Behaviour** – 2.1; **4 Being Transparent** \*4.3; **7 Boundaries** 7.1; **8 Sexual Boundaries** \*8.1; **9 Knowing Your Limits** 9.1;

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

In this situation there are several relationships, although two primary relationships! One with your helper, but also one with the child that you have noticed is vulnerable because of the situation they are in. Although in this situation, your initial relationship was with the helper, because you have noticed that the pre-schooler is at risk (exposed to pornography) then you have a responsibility to the child as well. It is important not to make any assumptions - we don't know how the website came to be opened on the computer. We do not want to shame either the helper or the child.

The codes that help us from the **ENVIRONMENT - THE WORLD OF CHILDREN AND YOUNG PEOPLE - TE AO RANGATAHI** section and help us answer the question “How does our and this person's environment; beliefs, values, socio-economic and political contexts etc. influence and inform the way we do ministry?” are:

**13 Rights and Responsibilities** - 13.1; \*13.2; **14 Safe Practise** - \*14.1;

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

We may want to re-consider when we have meetings so that our helpers are able to participate fully; we may want to make sure we provide toys for children of the helpers; we may even want to ask another volunteer to look after the children during the team meeting time.

The codes that help us from the **STRENGTHS-BASED - HAKAMANATIA NGA UARA RANGATAHI** section and help us answer the question “How can we utilise and develop this child or young person's strengths?” are:

**16 Working Holistically** - \*16.1; **17 Working Positively** - \*17.3;

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

We want to bring out the strengths in our helper – maybe they need support for themselves, or to stand up to someone else in the family with regard to pornography.

The codes that help us from the **PARTICIPATION - URUNGA - YOUTH PARTICIPATION** section and help us answer the question “How can we encourage this child or young person to be actively involved in shaping and contributing to the ministry they are involved in?” are:

**21 Personal Determination** - 21.2; \*21.3; **22 Empowerment** - 22.1;

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Maybe we need to do some more teaching/training with our helpers around Ethical conduct. We want to foster open dialogue and a positive change in behaviour so that our helper and the child are still involved.

The codes that help us from the **NETWORKING - MAKING KEY CONNECTIONS – HONONGA** section and help us answer the question “Who are the other people and organisations this child or young person needs in their life to succeed?” are:

**23 Ensuring Key Connections** - 23.1; 23.2; \*23.3; **24 Working Collaboratively** - 24.1;

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

This would depend on whose tablet it was and whose website search the pre-schooler had stumbled upon – but it may require quite a few others. As the Leader you would need to discuss this with your Minister/Supervisor, etc.

The codes that help us from the **DATA - GOOD INFORMATION - HAKAMANATIA TE WHANAKETANGA** section and help us answer the question “What information do we need to help us make the best decisions and actions possible for the children and young people we serve?” are:

**25 Understanding Aotearoa New Zealand** - 25.5;

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

We need to know whose actually accessing the porn sites and whether or not it was a “stumbled upon - one-off” or an ongoing situation that may indicate some sort of problem. This will help you determine the decisions and actions that need to take place.

## 2. ANSWERS FOR CYBER SAFETY ETHICS QUESTIONS: SCHOOL

**Scenario:** You like to say Hi to the Sunday school kids before the church service starts. As you wander around greeting the kids you notice that one of the kids (9 years old) is playing an R18 game on their tablet.

The codes that help us from the **RELATIONSHIP – QUALITY RELATIONSHIPS – WHANAUNGATANGA** section and help us answer the question “How can we strengthen the relationship we have with this child or young person?” are:

**1 Your Primary Relationship** - \*1.1; 1.2; **3 Your Conduct** - 3.3; **4 Being Transparent** - \*4.2; **6 Confidentiality** - Maybe 6.1 if the child asked you not to tell anyone; **10 Personal Agendas**- 10.2; 23.1

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Maintaining a good relationship with the child is important. We don't want to shame them by try and work with them as to the appropriateness of the material they are viewing.

The codes that help us from the **ENVIRONMENT - THE WORLD OF CHILDREN AND YOUNG PEOPLE - TE AO RANGATAHI** section and help us answer the question “How does our and this person's environment; beliefs, values, socio-economic and political contexts etc. influence and inform the way we do ministry?” are:

**13 Rights and Responsibilities** - 13.1; \*13.2; **14 Safe Practice** - \*14.1; **15 Agents of Change** - \*15.2

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

We need to gather information about the home environment – How was the game purchased? Does a parent know the games the child is playing? Did they authorise it?

The codes that help us from the **STRENGTHS-BASED - HAKAMANATIA NGA UARA RANGATAHI** section and help us answer the question “How can we utilise and develop THIS CHILD or young person's strengths?” are:

**16 Working Holistically** - \*16.1; **17 Working Positively** -17.2; \*17.3

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Is there someone this child could be involved using their strengths in the church set up in a meaningful way that means they are feeling valued and a part of the team? For example, Can they be part of the data projector/sound team?

The codes that help us from the **PARTICIPATION - URUNGA - YOUTH PARTICIPATION** section and help us answer the question “How can we encourage this child or young person to be actively involved in shaping and contributing to the ministry they are involved in?” are:

**21 Determination** - \*21.2; **22 Empowerment** 22.2; \*22.3; 22.4;

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

As above: Is there someone this child could be involved in the church set up in a meaningful way that means they are feeling valued and a part of the team?

The codes that help us from the **NETWORKING - MAKING KEY CONNECTIONS – HONONGA** section and help us answer the question “Who are the other people and organisations this child or young person needs in their life to succeed?” are:

**23 Ensuring Key Connections** - \*23.2; \*23.3; maybe **24 Working Collaboratively** - 24.1;

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Is there a place for a mentor – one of the Youth Group?

The codes that help us from the **DATA - GOOD INFORMATION - HAKAMANATIA TE WHANAKETANGA** section and help us answer the question “What information do we need to help us make the best decisions and actions possible for the children and young people we serve?” are:

N/A

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Is this a one off situation? Is it actually the child’s tablet or are they using an older sibling’s tablet, etc?

### 3. ANSWERS FOR CYBER SAFETY ETHICS QUESTIONS: YOUTH

**Scenario:** Over the past couple of weeks, a youth group member of the opposite sex (one of the junior leaders ,15) regularly texts you in the small hours of the morning, often sharing some of their deep thoughts and feelings about life. What should you do in this situation?

The codes that help us from the **RELATIONSHIP – QUALITY RELATIONSHIPS – WHANAUNGATANGA** section and help us answer the question “How can we strengthen the relationship we have with this child or young person?” are:

\*1.1, 2.1, \*3.1, 3.3, 3.5, 4.3, 5.3, 6.1-6.6 (all are applicable if the student is sharing info with you via text. \*7.1-7.4, 8.1, 8.2, 8.3 9.1-9.3 , All of 10 could be applicable if the adult leaders was using this relationship for some personal gain , All of 12 could be applicable if there are cultural differences between the adult and student  
Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Maintain some connection with this student, but explain appropriate boundaries and why they are important for everyone due to the potential risks. Assure that what has been shared will remain confidential but also explain your limits firstly as a leader of the opposite sex and possibly as it relates to any specific challenges that may have surfaced in the conversations.

If there is any hint of any romantic interest from the student then communicate the sexual boundaries as outlined in section 8. You may need to be very clear that while you appreciate this person, you as a leader are not interested in any type of romance with them.

The codes that help us from the **ENVIRONMENT - THE WORLD OF CHILDREN AND YOUNG PEOPLE - TE AO RANGATAHI** section and help us answer the question “How does our and this person’s environment; beliefs, values, socio-economic and political contexts etc. influence and inform the way we do ministry?” are:

\*14.1, Section 15 could be appropriate if the student is sharing challenges that require systemic change in their lives  
Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Depending of the situation there may be specific laws we need to act within such as *the Vulnerable Children’s Act* if there is any suspicion of abuse happening to the student.

It is also strongly recommended that every church ministry has a policy of leaders ministering to those of the same sex.

The codes that help us from the **STRENGTHS-BASED - HAKAMANATIA NGA UARA RANGATAHI** section and help us answer the question “How can we utilise and develop this child or young person’s strengths?” are:

\*16.1, 17.2 , 17.3 , All of 18 may be appropriate ,19 may be appropriate for a paid worker but also important for a volunteer to get insight from their team leader, minister, regional youth/national youth support person. 20.1, 20.2,  
Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

In conjunction with more appropriate leaders: Encourage this student in their junior leadership role, and in other activities to help them feel a sense of belonging, progress, generosity and significance.

The codes that help us from the **PARTICIPATION - URUNGA - YOUTH PARTICIPATION** section and help us answer the question “How can we encourage this child or young person to be actively involved in shaping and contributing to the ministry they are involved in?” are:

\*21.2, All of \*22

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Hopefully once this student understands the situation they can be encouraged to create their own solution and can think about what needs they have been trying to meet through this phone connection and consider other more appropriate avenues to do so. If necessary help this student to compile a list of helpful adults and friends that would be more appropriate for them to connect with on a deeper level

Also encouraging this student in their junior leadership role and helping them make strong connections here might help them to feel more connected to church community

The codes that help us from the **NETWORKING - MAKING KEY CONNECTIONS - HONONGA** section and help us answer the question “Who are the other people and organisations this child or young person needs in their life to succeed?” are:

\*23.1, possibly 23.2, 23.3, 23.4, all of \*24 depending on the details

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

The most important move of all is to connect this person with at least one other mature leader/elder of the same sex. This new leader can more appropriately engage with this student on some of their deeper issues

If the issues are complex professional help might be appropriate

The codes that help us from the **DATA - GOOD INFORMATION - HAKAMANATIA TE WHANAKETANGA** section and help us answer the question “What information do we need to help us make the best decisions and actions possible for the children and young people we serve?” are:

Potentially all of 25, Potentially all of 26, 27.1, 27.2 especially if the adult is employed

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are

Training around cyber safety would be very relevant here

#### 4. ANSWERS FOR RESPECTING OTHER'S VIEWS/BELIEFS AND CULTURE QUESTIONS: PRESCHOOL

**Scenario:** A relatively new Mum and pre-schooler are attending your playgroup. At morning tea time they offer to lead the grace/karakia. There has been a "set karakia" that is normally said, that you are expecting them to say. However, instead the Mum says a grace thanking all the gods of all the religions for the food.

The codes that help us from the **RELATIONSHIP – QUALITY RELATIONSHIPS – WHANAUNGATANGA** section and help us answer the question "How can we strengthen the relationship we have with this child or young person?" are:

**1 Your Primary Relationship** - 1.1; \*1.3; **3 Your Conduct** - 3.3; **4 Being Transparent** - 4.1; \*4.2; **5 Obtaining Informed Consent** - 5.1; **7 Boundaries** -7.1; \***12 Diversity and Cultural Safety** - 12.1; 12.2; 12.4; 12.6; 12.7

**Actions** we might consider taking in light of the codes are:

Again, we have both a relationship with the pre-schooler and the Mum and we want to preserve both.

We would want to have a discussion with the parent but in a way that is not shaming, or in front of other people that may lead to embarrassment.

If it's appropriate you could offer to have a coffee and chat to explore where this mum is coming from in her worldview and share and learn from each other.

The codes that help us from the **ENVIRONMENT - THE WORLD OF CHILDREN AND YOUNG PEOPLE - TE AO RANGATAHI** section and help us answer the question "How does our and this person's environment; beliefs, values, socio-economic and political contexts etc. influence and inform the way we do ministry?" are:

**13 Rights and Responsibilities**- 13.1; 13.3; 13.4;

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

In this situation it appears that there is a mismatch between this persons values and beliefs and ours. Are we making ours clear? What is the impact of the mismatch?

The codes that help us from the **STRENGTHS-BASED - HAKAMANATIA NGA UARA RANGATAHI** section and help us answer the question "How can we utilise and develop this child or young person's strengths?" are:

**16 Working Holistically** - \*16.1; 16.3; **20 Personal Awareness** - 20.1; \*20.3; 20.4

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

An ideal final outcome is that this Mum still wants to contribute, and feels valued by contributing.

The codes that help us from the **PARTICIPATION - URUNGA - YOUTH PARTICIPATION** section and help us answer the question “How can we encourage this child or young person to be actively involved in shaping and contributing to the ministry they are involved in?” are:

**21 Personal Determination - 21.1**

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Again, we want both the Mum and the child to continue to be involved in our programme, but in a way that reflects the values of the ministry

The codes that help us from the **NETWORKING - MAKING KEY CONNECTIONS – HONONGA** section and help us answer the question “Who are the other people and organisations this child or young person needs in their life to succeed?” are:

**23 Ensuring Key Connections - 23.3; \*23.2; 23.4; 24 Working Collaboratively - \*24.5; 24.6**

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Maintaining a positive connection with the mother means that the child is more likely to continue to come to the programme

The codes that help us from the **DATA - GOOD INFORMATION - HAKAMANATIA TE WHANAKETANGA** section and help us answer the question “What information do we need to help us make the best decisions and actions possible for the children and young people we serve?” are:

**25 Understanding Aotearoa New Zealand - 25.1; 25.3**

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Did we understand the prayer correctly? Is there actually a problem with the grace? Talk it over with your Minister/Elders.

## 5. ANSWERS FOR RESPECTING OTHER'S VIEWS/BELIEFS AND CULTURE QUESTIONS: PRESCHOOL

**Scenario:** You run a community preschool playgroup as part of your church's ministry. For the past two weeks two gay men have been bringing their adopted two-year-old boy along to the playgroup. They slot in well to the program but several of the participating parents and several of your leaders appear somewhat hostile to the two dads.

The codes that help us from the **RELATIONSHIP - QUALITY RELATIONSHIPS – WHANAUNGATANGA** section and help us answer the question “How can we strengthen the relationship we have with this child or young person?” are:

**1 Your Primary Relationship** - 1.1; 1.2; **2 Behaviour** - 2.1; **3 Your Conduct** - 3.3; **4 Being Transparent** - 4.1; 4.2; 4.3; **8 Sexual Boundaries** – 8.1; 8.8; **9 Knowing Your Limits** - 9.1; **10 Personal Agendas** - \*10.2; **12 Diversity and Cultural Safety** - \*12.1; 12.2; 12.4; \*12.7

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

There are several relationships to juggle here! Again, we want the 2-year old and his dads to keep coming – we want to maintain and build relationship. The dads coming are not in a leadership role, they are coming to participate in the gift of hospitality through a preschool playgroup. Initially, we will need to make extra effort to ensure the 2-year old and his dads continue to feel welcome, if the “hostile nature” of some of the other parents and leaders has adversely affected them we need to take extra care here, responding pastorally.

The codes that help us from the **ENVIRONMENT - THE WORLD OF CHILDREN AND YOUNG PEOPLE - TE AO RANGATAHI** section and help us answer the question “How does our and this person's environment; beliefs, values, socio-economic and political contexts etc. influence and inform the way we do ministry?” are:

**13 Rights and Responsibilities** - \*13.3

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Although the dads' relationship may challenge our beliefs and values, they are participants in a playgroup – if our playgroup is a community offering, our environment needs to be non-discriminatory (Human Rights Act). The participating parents and other leaders who appear to be hostile will need to be approached in a non-threatening way in order to diffuse this situation, as we also desire for the other children and parents to continue coming to the playgroup. We will also need to take some time to “debrief” with our leaders to ensure our hospitality toward the pre-schooler and his dads remains of utmost importance.

The codes that help us from the **STRENGTHS-BASED - HAKAMANATIA NGA UARA RANGATAHI** section and help us answer the question “How can we utilise and develop this child or young person's strengths?” are:

**17 Working Positively** - 17.1; 17.2; **20 Personal Awareness** - 20.1; \*20.3; \*20.4

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

We want to build relationship with all the parents and leaders so that we see each other as community (not a threat) working towards developing the children's play skills.

The codes that help us from the **PARTICIPATION - URUNGA - YOUTH PARTICIPATION** section and help us answer the question “How can we encourage this child or young person to be actively involved in shaping and contributing to the ministry they are involved in?” are:

N/A

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

N/A

The codes that help us from the **NETWORKING - MAKING KEY CONNECTIONS – HONONGA** section and help us answer the question “Who are the other people and organisations this child or young person needs in their life to succeed?” are:

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

We may find some helpful insights for our approach by connecting with any ministries who have encountered similar scenarios.

The codes that help us from the **DATA - GOOD INFORMATION - HAKAMANATIA TE WHANAKETANGA** section and help us answer the question “What information do we need to help us make the best decisions and actions possible for the children and young people we serve?” are:

N/A

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

N/A

## 6. ANSWERS FOR RESPECTING OTHER'S VIEWS/BELIEFS AND CULTURE QUESTIONS: SCHOOL

**Scenario:** *Your church runs what is advertised as a fun, friendly, safe, community holiday child care programme. On the last day of the holiday programme, one of your leaders preaches an impromptu message and invites children to make a commitment to Christ.*

The codes that help us from the **RELATIONSHIP - QUALITY RELATIONSHIPS – WHANAUNGATANGA** section and help us answer the question “**How can we strengthen the relationship we have with this child or young person?**” are:

**1 Your Primary Relationship** - 1.1; \*1.3; **2 Behaviour** - 2.1; **3 Your Conduct** - 3.1; 3.3; \*3.4; **4 Being Transparent** – 4.1; \*4.2; 4.3; **5 Obtaining Informed Consent** – 5.1; **7 Boundaries** – 7.1; **10 Personal Agendas** – 10.3; 10.4

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Our primary concern is the relationship we have with the young people who are attending this programme. We want to keep our integrity in tact as well as maintain and build our relationships not only with the young people, but also their parents/caregivers and the wider community. We do not want to be seen “hood winking” them “into the Kingdom of God”. We need to take action to be transparent with the parents/caregivers that have entrusted us with their children, who had signed up for a “fun, friendly, safe, community holiday child care programme”. One way to do this is to send out a notice during pick-up time or to have a conference/check-in time with the parents about what has happened. It is better for them to hear this from us than for them to hear it from their children at home after the fact. You would need to make an appointment with the leader who gave the impromptu message to debrief what happened and to share your concern about the big picture. Remind him/her that there is a place and a time for that message, but this was not it. You want to maintain your relationship with your leader all the while.

The codes that help us from the **ENVIRONMENT - THE WORLD OF CHILDREN AND YOUNG PEOPLE - TE AO RANGATAHI** section and help us answer the question “**How does our and this person’s environment; beliefs, values, socio-economic and political contexts etc. influence and inform the way we do ministry?**” are:

**13 Rights and Responsibilities** - \*13.2

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

We need to maintain a safe environment as we offer service to the community, this includes the agreed upon parameters that were advertised for this holiday programme. Since one of your leaders has compromised this safe environment (as this impromptu message could be seen as taking advantage of the group that was gathered for a personal agenda), not only will we want to follow-up and debrief with the leader who brought the impromptu message as mentioned in the action point above, but we will want to consider how to prevent this type of thing from happening again. We would consider adding an element to address this at future trainings for leaders before offering a similar programme again.

The codes that help us from the **STRENGTHS-BASED - HAKAMANATIA NGA UARA RANGATAHI** section and help us answer the question “**How can we utilise and develop this child or young person’s strengths?**” are:

**16 Working Holistically** – 16.1; **17 Working Positively** – 17.1

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

During our follow-up with the leader, we would encourage their gifts/call and provide ample opportunity to use those gifts/call in agreed upon and appropriate times and places.

The codes that help us from the **PARTICIPATION - URUNGA - YOUTH PARTICIPATION** section and help us answer the question “How can we encourage this child or young person to be actively involved in shaping and contributing to the ministry they are involved in?” are:

22 Empowerment 22.1

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

We need to be careful that children we are not coercing children to make decisions – that we present information in an open, holistic way.

The codes that help us from the **NETWORKING - MAKING KEY CONNECTIONS – HONONGA** section and help us answer the question “Who are the other people and organisations this child or young person needs in their life to succeed?” are:

**24 Working Collaboratively – \*24.1**

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Information about the Christian content of the material needed to be available to parents/ caregivers etc at the outset of the programme. Even if the child came from a ‘Christian Home’ it’s quite possible that the parents/caregivers would have liked to have been part of this important decision.

The codes that help us from the **DATA - GOOD INFORMATION - HAKAMANATIA TE WHANAKETANGA** section and help us answer the question “What information do we need to help us make the best decisions and actions possible for the children and young people we serve?” are:

**27 Research and Evaluation – 27.2**

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

At the outset of a programme, leaders need to have clearly set parameters, and a positive culture of feedback and evaluation. In this scenario there would need to be an evaluation of why the Leader gave an impromptu altar call and whether this was appropriate. See also Action under Environment heading.

## 7. ANSWERS FOR RESPECTING OTHER'S VIEWS/BELIEFS AND CULTURE QUESTIONS: YOUTH

**Scenario:** A 14-year-old student is really enthusiastic about coming along to your Wednesday night Bible study however his parents, who are not believers, are horrified at the thought. The parents instruct both the student and you that he can never come to this event. Two weeks later the student shows up in the bible study saying that he told his parents he was spending the evening at a friend's house.

The codes that help us from the **RELATIONSHIP - QUALITY RELATIONSHIPS – WHANAUNGATANGA** section and help us answer the question “How can we strengthen the relationship we have with this child or young person?” are:

ALL OF 1\*, 2.1 3.1, 3.4, 3.5, 4.1-4.3, 5.1-5.3\*, CONFIDENTIALITY Doesn't immediately apply but if anything was shared in confidence by the young person then all of 6 may apply.

7.3 boundaries, Section 8 may be applicable if student and leader are opposite sex or there is any hint of romantic connection. 9.1-9.3\* knowing limits –dealing with parents can be an intimidating experience and may require help. Section 12 may be more applicable in some cultural interactions

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Forge and maintain relationship with young person by: affirming their enthusiasm and interest being part of the bible study, but understanding the importance of honouring the boy's parents requests and not being deceitful about it.

Parental consent is vital for any potential long term relationship you hope them having with you and the church. It's also vital for the long term trust of the community. Prayerfully engaging with the parents over time may build the necessary trust required for their consent, perhaps the parents have had a very negative experience of church and need time to see that this church isn't the same as the one that hurt them.

The codes that help us from the **ENVIRONMENT - THE WORLD OF CHILDREN AND YOUNG PEOPLE - TE AO RANGATAHI** section and help us answer the question “How does our and this person's environment; beliefs, values, socio-economic and political contexts etc. influence and inform the way we do ministry?” are:

13.1\* NZ law legal – at 16 a child can move out of their PARENT'S house without their consent, at 18 they can be fully independent. - Children, young persons and their families act 1989

13.2 respecting the rights of a child. 14.1, 14.2, 14.3

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

We have to help this young person understand that we cannot allow this young person to continue at our Bible study without parent's consent. \*

The codes that help us from the **STRENGTHS-BASED - HAKAMANATIA NGA UARA RANGATAHI** section and help us answer the question “How can we utilise and develop this child or young person's strengths?” are:

16.1\*, 16.3, 18.1. All of 19 is relevant to paid workers,\* 20.3\* approaching differences in others with respect,

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

This is a really good opportunity for this young person to see the biblical principle of “honouring your parents” lived out!

Consider what other avenues are available for this young person to connect with the Christian faith that the parents are happy about. Perhaps the parents would be comfortable with the teen engaging in aspects of church life that aren't explicitly about bible study, perhaps there is a social night, a skills based programme or service project that he could engage in with their consent. He may be able to join the school Christian group for further spiritual encouragement.

Definitely process the best steps forward with your team and a supervisor if you are employed.

The codes that help us from the **PARTICIPATION - URUNGA - YOUTH PARTICIPATION** section and help us answer the question “How can we encourage this child or young person to be actively involved in shaping and contributing to the ministry they are involved in?” are:

Potentially all of 21\*, 22.2, 22.3, 22.4

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Get this teen to help create a solution to this problem. Help him understand his parents perspective and create a solution that will perhaps help them to see a fresh perspective and honour their wishes.

The codes that help us from the **NETWORKING - MAKING KEY CONNECTIONS – HONONGA** section and help us answer the question “Who are the other people and organisations this child or young person needs in their life to succeed?” are:

All of 23\*, 24\* may be relevant if organisational collaboration is required

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Perhaps there is a Christian group at the teens school he could engage with – perhaps your church could start one! There might be some helpful resources video, written or online that you could suggest to help feed his interest in faith. There might be other caring adults in his life sports coaches et cetera, who can also provide some ongoing informal support.

The codes that help us from the **DATA - GOOD INFORMATION - HAKAMANATIA TE WHANAKETANGA** section and help us answer the question “What information do we need to help us make the best decisions and actions possible for the children and young people we serve?” are:

25.5\* 26.1, 26.2, 26.3-4 relevant for employed workers, 27 may be relevant for some

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

NZ law also requires us to conform to the wishes of the parents -

## 8. ANSWERS FOR RESPECTING OTHER'S VIEWS/BELIEFS AND CULTURE QUESTIONS: YOUTH

**Scenario:** You are planning a camp that several church youth groups in your region will attend. One of the leaders of a church that is bringing people to your camp make you aware that one of their participants coming is fa'afafine (when a boy is brought up to be like a girl). Consider how you will engage with this participant and their family, what sleeping and ablution spaces you would allocate them to, and how you might communicate with parents, leaders and other students if appropriate or necessary.

The codes that help us from the **RELATIONSHIP - QUALITY RELATIONSHIPS – WHANAUNGATANGA** section and help us answer the question “How can we strengthen the relationship we have with this child or young person?” are:

1.1, \*1.3 minimise harm in conflict between young people, 4.2

6 may be relevant if personal information is shared, 8.8 may be applicable, **All of section \*9 : limits** 10.2 may be relevant if we are uncomfortable with this cultural expression. **All of section \*12 is very relevant**

**Actions** we might consider taking in light of the codes a In this instance you we have to consider multiple relationships with the student in concern, leaders, students and their parents

Meet with the fa'afafine student in concern and exploring what he has found to be the most helpful approach to camping situations. He no doubt has lots more experience with this type of issue than you do!

To establish a good relationship with this student, their family and leader you could suggest a get together meeting

It might be appropriate for you to profess any ignorance you have around this particular cultural expression and ask for guidance from someone who is more familiar with these issues. Acknowledging your own bias here and exploring any cultural/theological personal conflicts you have with a church elder or leader may also be helpful.

The codes that help us from the **ENVIRONMENT - THE WORLD OF CHILDREN AND YOUNG PEOPLE - TE AO RANGATAHI** section and help us answer the question “How does our and this person's environment; beliefs, values, socio-economic and political contexts etc. influence and inform the way we do ministry?” are:

**\*13.1, 13.2, 13.3 Rights and Responsibilities \*15.1, 15.2 Agents of Change**

**Actions** we might consider taking in light of the codes are:

Leaders have a responsibility to ensure that all students feel safe in any ministry, especially minority groups. It may be appropriate to ask a few, some or all key leaders of the churches attending this camp to brief their youth with a little info on what fa'afafine is and how important for the sake of the gospel that its important that this person feels welcome.

This could be a possibility to explore larger themes of cultural diversity and our calling as the universal church to work with, welcome and learn from each other. It may prompt some education and awareness around creating spaces for minority groups if appropriate.

The codes that help us from the **STRENGTHS-BASED - HAKAMANATIA NGA UARA RANGATAHI** section and help us answer the question “How can we utilise and develop this child or young person's strengths?” are:

\*16.1, 16.3 Working Holistically 17.1 17.2, 17.3 Working Positively Section 19 around Supervision is relevant for employed workers All of Section 20 Personal Awareness especially \*20.3, 20.4

**Actions** we might consider taking in light of the codes are:

Giving this student a chance to share their talents and abilities at the camp could be really helpful, probably best done so that they are not specifically singled out but rather invited to participate like other campers

It's also important to be conscious of our own culture, values and attitudes when it comes to this issue.

The codes that help us from the **PARTICIPATION - URUNGA - YOUTH PARTICIPATION** section and help us answer the question "How can we encourage this child or young person to be actively involved in shaping and contributing to the ministry they are involved in?" are:

\*21.2 Personal Determination      \*22.1 , 22.3, 22.4

**Actions** we might consider taking in light of the codes are:

Allow the student to help create the solution to some of the issues that have come up in the scenario.

The codes that help us from the **NETWORKING - MAKING KEY CONNECTIONS – HONONGA** section and help us answer the question "Who are the other people and organisations this child or young person needs in their life to succeed?" are:

\*23.1, 23.3, 2 Ensuring Key Connections      \*24.1-24.5 Working Collaboratively

**Actions** we might consider taking in light of the codes are:

Engaging the family here is absolutely crucial , discuss with them the considerations you need to make as camp director and invite their input. Chances are they have had to figure this out for school camps already and will have some great suggestions

It will be helpful for us to sit down and discuss the issue with someone with some more experience and develop strong working relationships with agencies and organisations who have expertise in these matters and develop and potentially find some groups or activities in the community that the student can link into.

The codes that help us from the **DATA - GOOD INFORMATION - HAKAMANATIA TE WHANAKETANGA** section and help us answer the question "What information do we need to help us make the best decisions and actions possible for the children and young people we serve?" are:

**25.2, 25.5.      26.1, 26.2, 27.1**

**Actions** we might consider taking in light of the codes are:

There are lots of possibilities here but nothing specifically relevant

## 9. ANSWERS FOR RESPECTING OTHER'S VIEWS/BELIEFS AND CULTURE QUESTIONS: YOUTH

**Scenario:** *You are delighted to see JT show up to Sunday worship for the first time. He's never been in church before and finally after much positive interaction with leaders and students in your community connection program he has decided to check out church. Unfortunately JT wasn't told about the church dress code, he turns up in a T-shirt and shorts but everyone else is wearing their Sunday best. JT looks uneasy as he registers his dress code discrepancy, to make matters worse at the end of the church service he gets a dressing down from one of the older members of the church for having no respect in the way that he dresses for church. "I am never coming back here again" he mutters to you as he hurriedly leaves the church building.*

The codes that help us from the **RELATIONSHIP - QUALITY RELATIONSHIPS – WHANAUNGATANGA** section and help us answer the question **"How can we strengthen the relationship we have with this child or young person?"** are:

1.1\*, 2.1 3.3 10.1. 10.2, 10.3, 12.1, 12.3\*, 12.6,

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

As always we have to remind JT that he is our top priority here. We've come across a cultural clash around the expectations for dress at church and the way to respond when newcomers don't meet those, often unspoken, expectations. We have some work to do to respectfully engage with our church around the tension between its values about dressing in a manner that is respectful and "welcoming the stranger as they are." We also have some work to help JT understand the cultural context and history of our church and why for some people dressing up is so important.

The codes that help us from the **ENVIRONMENT - THE WORLD OF CHILDREN AND YOUNG PEOPLE - TE AO RANGATAHI** section and help us answer the question **"How does our and this person's environment; beliefs, values, socio-economic and political contexts etc. influence and inform the way we do ministry?"** are:

13.1\*, 13.3\* 15.1, 15.2\*

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

In whatever capacity we can, we need to advocate for our church to be a welcoming space to newcomers even when they don't meet all expectations. With JT's reaction being so strong it would make us wonder if he has faced similar rejection when he has tried to connect in with other aspects of the community.

The codes that help us from the **STRENGTHS-BASED - HAKAMANATIA NGA UARA RANGATAHI** section and help us answer the question **"How can we utilise and develop this child or young person's strengths?"** are:

16.1\* 16.2 17.1\*, 17.2 All of 18, Potentially all of 19 All of 20\*

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

We could praise JT around his courage to show up to church in the first place, acknowledging his interest to be there and explore other ways he can grow and is understanding of the Christian faith and his connection to the people in the community that is getting to know (this links and worth Networking and Participation)

If we have grown up in this church then some of the antagonism that JT has experienced might be so familiar to us that we think it is normal and rightly placed. The situation may invite us to revisit some of our own conclusions about some of the values held and lived out in our parish.

The codes that help us from the **PARTICIPATION - URUNGA - YOUTH PARTICIPATION** section and help us answer the question “How can we encourage this child or young person to be actively involved in shaping and contributing to the ministry they are involved in?” are:

21.2\* All of 22\*

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

We can help JT make a plan for how he wants to move forward after this disappointing experience for him. We may want to give him an opportunity to meet some of the older people in the church in a different environment so he can feel a stronger sense of relational connection with them (this links to the Networking principle). JT’s experience of our church may be so negative that we suggest he makes connection with another church or youth community (also the Networking principle).

The codes that help us from the **NETWORKING - MAKING KEY CONNECTIONS – HONONGA** section and help us answer the question “Who are the other people and organisations this child or young person needs in their life to succeed?” are:

Potentially all of 23\*

Potentially all of 24\*

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

See comments in the Participation section.

The codes that help us from the **DATA - GOOD INFORMATION - HAKAMANATIA TE WHANAKETANGA** section and help us answer the question “What information do we need to help us make the best decisions and actions possible for the children and young people we serve?” are:

N/A Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

N/A

## 10. ANSWERS FOR SEXUAL/RELATIONSHIP QUESTIONS: PRESCHOOL

**Scenario:** *Your church runs a creche during the church service. The normal protocol is that if a baby needs a nappy change that the Parent/Caregiver is contacted, and they come out and change the nappy. A baby's nappy needs changing but today you know that both the parents are busy during the service and can't leave.*

The codes that help us from the **RELATIONSHIP - QUALITY RELATIONSHIPS – WHANAUNGATANGA** section and help us answer the question “How can we strengthen the relationship we have with this child or young person?” are:

**3 Your Conduct – \*3.1; 4 Being Transparent – \*4.3**

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

We want to maintain a good relationship particularly with the parents in this scenario. The parents have exercised a great deal of trust in placing their child in your care. We do not want that trust to be broken by going against an agreed upon protocol, which both the parent/caregiver and you would be operating from. The protocol should still be followed in this scenario, although not ideal. The only reason this protocol should not be followed would be if there was an emergency situation. You as the caregiver would pursue all means possible to reach one of the parents. The protocol/policy will need to be looked at by leadership as soon as possible and this scenario discussed with a new protocol agreed upon to better address a situation like this in the future.

The codes that help us from the **ENVIRONMENT - THE WORLD OF CHILDREN AND YOUNG PEOPLE - TE AO RANGATAHI** section and help us answer the question “How does our and this person's environment; beliefs, values, socio-economic and political contexts etc. influence and inform the way we do ministry?” are:

N/A

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

N/A

The codes that help us from the **STRENGTHS-BASED - HAKAMANATIA NGA UARA RANGATAHI** section and help us answer the question “How can we utilise and develop this child or young person's strengths?” are:

N/A

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

N/A

The codes that help us from the **PARTICIPATION - URUNGA - YOUTH PARTICIPATION** section and help us answer the question “How can we encourage this child or young person to be actively involved in shaping and contributing to the ministry they are involved in?” are:

N/A

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

N/A

The codes that help us from the **NETWORKING - MAKING KEY CONNECTIONS – HONONGA** section and help us answer the question “Who are the other people and organisations this child or young person needs in their life to succeed?” are:

N/A

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

N/A

The codes that help us from the **DATA - GOOD INFORMATION - HAKAMANATIA TE WHANAKETANGA** section and help us answer the question “What information do we need to help us make the best decisions and actions possible for the children and young people we serve?” are:

N/A

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

N/A

## 11. ANSWERS FOR SEXUAL/RELATIONSHIP QUESTIONS: SCHOOL

**Scenario:** *One of the children in your afterschool programme is very fond of you. They always make you cards, or pictures and say that they love you. At story time they want to be close and if you are all together in a circle on the mat they want to sit on your knee.*

The codes that help us from the **RELATIONSHIP - QUALITY RELATIONSHIPS – WHANAUNGATANGA** section and help us answer the question “**How can we strengthen the relationship we have with this child or young person?**” are:

**1 Your Primary Relationship** – 1.1; 1.2; **2 Behaviour** – 2.1; **3 Your Conduct** – \*3.1; 3.3; **4 Being Transparent** – 4.1; **7 Boundaries** – \*7.1; 7.3; **11 Exchanges between Children or Young People and Leaders** – 11.1; \*11.3; **12 Diversity and Cultural Safety** – 12.5; 12.6

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Throughout our interactions with the child we want to maintain a good relationship with the child but also maintain our integrity as well as the child’s. The fact that the child is fond of you suggests that there is a good relationship but we want to maintain it in a way that cannot be misunderstood by the child, or others. We may want to introduce a “Hi-5” greeting system that replaces hugs, a special/mat cushion system for story time that gently redirects where the children can sit, etc.

*(Note: there are many variables in this type of situation that may affect how we manage this scenario: How old is the child? Are there special circumstances/needs? We don’t want to remove all physical touch from our programme, however we want to make sure that our behaviour is honourable and carried out with integrity).*

The codes that help us from the **ENVIRONMENT - THE WORLD OF CHILDREN AND YOUNG PEOPLE - TE AO RANGATAHI** section and help us answer the question “**How does our and this person’s environment; beliefs, values, socio-economic and political contexts etc. influence and inform the way we do ministry?**” are:

**13 Rights and Responsibilities** – \*13.2

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

We don’t know whether this child is feeling particularly starved of physical attention or maybe it’s the opposite – that’s the way it is in their family, everyone hugs everyone! However, we want to set up an environment in our programme that is comfortable for all children. Having a set of guidelines can be very helpful for the whole group.

The codes that help us from the **STRENGTHS-BASED - HAKAMANATIA NGA UARA RANGATAHI** section and help us answer the question “**How can we utilise and develop this child or young person’s strengths?**” are:

**16 Working Holistically** – \*16.1

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

We can encourage the child in sharing their compassion/empathy gifts (e.g., they could draw/ prepare/be involved in the birthday cards for the whole group; they could be a helper with the younger children who need their hand held in a game, etc.)

The codes that help us from the **PARTICIPATION - URUNGA - YOUTH PARTICIPATION** section and help us answer the question “How can we encourage this child or young person to be actively involved in shaping and contributing to the ministry they are involved in?” are:

**21 Personal Determination – 21.2**

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

Similar to the above action point, we can encourage the child to help and share their gifts in a variety of ways.

The codes that help us from the **NETWORKING - MAKING KEY CONNECTIONS – HONONGA** section and help us answer the question “Who are the other people and organisations this child or young person needs in their life to succeed?” are:

**23 Ensuring Key Connections – \*23.1; 23.3**

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

We can continue to get to know the wider network and connections in this child’s life as we seek to understand them better and thereby being able to respond more fully to their needs in a healthy and safe way.

The codes that help us from the **DATA - GOOD INFORMATION - HAKAMANATIA TE WHANAKETANGA** section and help us answer the question “What information do we need to help us make the best decisions and actions possible for the children and young people we serve?” are:

N/A

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

N/A

## 12. ANSWERS FOR SEXUAL/RELATIONSHIP QUESTIONS: YOUTH

**Scenario:** Two girls, one aged 14 and one aged 17, who have been a part of your youth group for two years announce at youth group that they are starting a romantic relationship together.

(Note in this scenario we are not asking you to argue about and solve our churches 20+ year debate around sexuality. We are asking you to consider how you would best support these young people and the surrounding church community no matter what the churches theological perspective on sexuality is)

The codes that help us from the **RELATIONSHIP - QUALITY RELATIONSHIPS – WHANAUNGATANGA** section and help us answer the question “How can we strengthen the relationship we have with this child or young person?” are:

1.1\*, 1.2, 1.3, 3.1 4.1, 4.2, 4.3, 8.1, 8.8, 9.1-9.3\* 10.2, 10.3\* 12.1, 12.2, 12.3, 12.6, 12.7

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

These two young people have just publicly made a very bold and potentially dividing statement about their sexuality and their decision to be in a relationship. It’s possible that such a statement could cause a diversity of reactions within the youth group and within the wider church community. The codes remind us that these two young people are your primary concern in the situation. These two young people need time and support to figure out their life situation and decisions.

You may need to acknowledge that you may not have all the skills and knowledge to fully support them. In this instance you may seek the advice or professional support of a counsellor or youth worker with more experience with LGBTIAQ, there may be some other churches who have done some work around this issue that you can go and speak to and learn from, and there are several agencies dedicated to helping young people to explore issues of sexuality such as Rainbow Youth.

Acknowledge that even though you may not have the exact same attitudes or beliefs around their decisions that you will work to help them make the best out of any decision they take.

The codes that help us from the **ENVIRONMENT - THE WORLD OF CHILDREN AND YOUNG PEOPLE - TE AO RANGATAHI** section and help us answer the question “How does our and this person’s environment; beliefs, values, socio-economic and political contexts etc. influence and inform the way we do ministry?” are:

13.1\* (Human Rights Act esp) 13.2, 13.3\* 14.1 15.1, 15.2

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

The Human Rights Act of 1993 calls us not to discriminate and to treat all people with respect and dignity. Note the same human rights act also calls for respect for people’s religious views as well. Regarding Agents of Change, it’s possible that some of the congregation may express some hostility towards these two youngsters and you may need to step in as advocate to ensure that the Church is a safe space for them to receive grace while they figure out these important decisions for their lives.

The codes that help us from the **STRENGTHS-BASED - HAKAMANATIA NGA UARA RANGATAHI** section and help us answer the question “How can we utilise and develop this child or young person’s strengths?” are:

16.1\* , 16.2, 16.3 17.1, 17.2\*, 17.3 18.1 , 18.2 All of 19 for paid workers \*

All of 20

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

It's important to consider how other parts of these young people's lives are being affected by the decisions they are making. How have their parents, school, special interest clubs etc responded to their decision and announcement? In all of these connections we can help them to find other support of people who can walk with them through their decision.

Whether you are paid or just a fantastic volunteer the situation may take its toll on you and the leaders around you. This is definitely an issue you want to take to supervision. If you are a volunteer you would make a good case to your church to pay for at least one session with a professional supervisor to help you process the situation.

The codes that help us from the **PARTICIPATION - URUNGA - YOUTH PARTICIPATION** section and help us answer the question "How can we encourage this child or young person to be actively involved in shaping and contributing to the ministry they are involved in?" are:

All of 21\* All of 22\*

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

We would want to ensure that these two young people are supported well enough to make their own decisions. This means giving them all the helpful information we can find (see more in the Data section) and connecting them up with other helpful people who can help them navigate their decisions well (see the Relationship and Networking sections)

The codes that help us from the **NETWORKING - MAKING KEY CONNECTIONS – HONONGA** section and help us answer the question "Who are the other people and organisations this child or young person needs in their life to succeed?" are:

23.1, 23.2 (possibly) 23.3, 23.4 24.1\* , 24.2, 24.3, 24.4, 24.5,

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

as discussed in the relationship section other people and resources will be really helpful to us here. The high school guidance department will be a very helpful first port of call, also consider contacting PYM for other suggested resources and supports.

It's really important that we work with and support the parents/caregivers of both these young people and ensure that we are giving them good information and also conforming to any wishes they have in the process, and suggesting other helpful people and resources they too can access.

If these two young people decide to pursue their relationship you might consider that your church may not be the best fit for them and you may work to connect these two in with another local church that would be better suited for supporting them in their decision to step out as LGBTIAQ.

The codes that help us from the **DATA - GOOD INFORMATION - HAKAMANATIA TE WHANAKETANGA** section and help us answer the question "What information do we need to help us make the best decisions and actions possible for the children and young people we serve?" are:

25.5\* All of 26 (especially for vocational leaders/workers) 27.1\*, 27.2

Put an \* beside the 1-3 codes you think are the most relevant.

**Actions** we might consider taking in light of the codes are:

New Zealand law could be very relevant here. We need these two young people to understand that their age differences create a legal challenge as the youngest girl is under 16 years old. Should these two become sexually involved with each other this is considered statutory rape under New Zealand law.

It may be helpful for you, and others if you gather some information regarding all sides of the sexuality debate within the church. Chances are this scenario will peak many people's interest in the subject. Socrates wisely said that you don't know your own position until you understand the best arguments from the counter side of the argument.

There is a strong body of research suggesting that teenagers and especially females can experience some gender and sexual identity fluidity right up until their early 20s. Its helpful for these two young people to understand that their feelings and attitudes may change during this time, or they may remain constant. See this article for more info

<https://journals.sagepub.com/doi/full/10.1177/1529100616637616> of course new research may change the findings of this analysis