2014 NUTS PROGRAM

An 8 week program to empower and encourage students to change their world.

never underestimate the students
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Dear YCS member,

2013 saw a dynamic campaign and tonnes of great Reviews of Life occurring within our schools and parishes. In order to maintain momentum for continual action and reflection in the New Year, this resource has been created for local group leaders. Whether you are starting up an entirely new group, or just restarting your existing one, the Never Underestimate The Students (NUTS) program 2014 can help you. As the previous NUTS programs have done, this kit exists as a support to your reviews and guide on the practical running of your meetings so that YCS members can be formed as active, young, Christian leaders.

The main component of the NUTS centres around information on three different themes to discuss in the See-Judge-Act format during meetings, otherwise known as doing the Review of Life (ROL). The topics for this edition, animal cruelty, bullying, and consumerism were chosen according to the issues reviewed most in our local groups over the year. You will be shown how to structure your meetings and complete these Reviews over a term. Over the 8-week program, your group will have a deeper understanding of the ROL, which will culminate in better actions and more personal growth for every member.

As the local groups are the most important thing to the AYCS movement, we hope that this kit will build your group to be channels for action and reflection. If every group works towards it, we truly can change the reality of high school students around Australia!

I wish you luck for the New Year,

Yours in peace,

Dominique Toop
AYCS National Chairperson 2013 – 2014

31 January 2014

TO WHOM IT MAY CONCERN

I have been asked to recommend the new ‘Never Underestimate the Students’ program released by the Young Christian Students movement. This program provides high school students with an active way to engage in the mission of Jesus Christ.

The SEE-JUDGE-ACT method is a theologically sound way to enable young people to understand and live the message of the Gospel in their everyday lives.

I am happy to recommend the movement as a movement of the Church, reaching out to young people and transforming their lives in a way that is ongoing and which is truly apostolic. It is well suited to a school or parish environment, and teaches students that their faith can be a force for change in their communities.

I hope it can be used widely, as we work together to bring about the peace and justice of the kingdom of God on earth.

Yours sincerely,

+ Michael Putney
MOST REV MICHAEL E PUTNEY
Bishop of Townsville
CATHOLIC MISSION TESTIMONY

TO WHOM IT MAY CONCERN

The Australian Young Christian Students is a student-run movement that puts faith into action using the SEE JUDGE ACT method.

The SEE JUDGE ACT method is a holistic approach to engage students from all different backgrounds into the mission of Jesus and the Church. The NUTS program is a simple and effective way to challenge students to live out their beliefs in their local community. As Pope Francis has challenged us recently in his teachings, YCS and its approach really works to form ‘missionary disciples’ in a genuine and meaningful way in our world today.

One of the wonderful aspects of YCS is that it is run by students. They, in their unique way, take ownership of their situation, faith and actions. They run national campaigns which involve students beyond their own movement to take a stand against all manner of injustice. They run every aspect of the YCS movement and their commitment to each other, the world community and to their faith is brilliantly inspiring!

Another terrific aspect of YCS is that the young people that are involved with YCS are formed as active Christian leaders who are able to truly advocate for change to build the Kingdom of God.

I am delighted to have been associated with the people and work of YCS and sincerely recommend this movement to schools and churches, knowing that it is a way of ‘living the joy of the Gospel’ in local communities and in a special way to nurture young missionary disciples that our world, our Church and many of us, like myself, need.

Peace,
Peter Gates
Deputy National Director
Catholic Mission

YCS STUDENT TESTIMONIES

The best thing about joining YCS is finding so many people with the same passion for social justice as you, but also having Christian morals and beliefs. As a student it has given me more confidence and helped me realise my opinion is worth something. It’s allowed me a freedom to be who I am, and to change the world!

Christy Forrest, yr 11 – Townsville Diocese

I wanted to make a difference in the world and I needed some guidance and a place to do this! It’s stimulating, fun and you get to change the world and yourself. As a student in a social justice group, the grounding and principles of the Movement have really helped me grow as a person.

Iacovos Digenis, yr 12 – Adelaide Diocese

The defining feature of my YCS experience has definitely been; the opportunity - to really be a voice, for those who are unable to speak out for themselves. YCS has been able to open my eyes to not only the injustice in our world, but the good in our world as well. The scale of the YCS movement, was intimidating initially, but its comforting to know that there are so many people out there, just like you, with the same passion dedication and hunger for change and improvement - it definitely makes the experience, reassuring, fulfilling and worth while.

Lewis Manalili, yr 12 – Parramatta Diocese

I joined YCS to help change our world! The best thing about joining YCS is meeting new people and getting things done – having a sense of achievement from setting goals and finishing those goals, feels so good! It’s good to know you have a say and that you matter in the world!

Brigette Royals, yr 10 – Port Pirie Diocese

The best thing about joining YCS is the overall experience! Being with people with the same passion to initiate change – you really feel like you’re achieving something. Everything worked systematically and efficiently and I loved that!

Marek Parker, yr 12 – Perth Diocese

I joined YCS because I have a really big passion for social justice, politics and world affairs and I feel like this could really help me in the future to advocate my beliefs. The best thing about YCS is the fact that it’s student run and I love the fact that no matter how old you are, you do have a say. Everyone’s opinion is important.

Nikki McGeehan, yr 12 – Melbourne Diocese
YCS?
what is

Only a movement of students, who live the same life and meet the same problem, can help and enable the students to transform their environment.

JOSEPH CARDIJN
WHAT IS YCS?

Our first step in initiating the YCS NUTS program in any school or parish is to gain a basic understanding of who we are. It is important to understand the foundations and method of the YCS Movement, to better assist local groups in undertaking the NUTS program for 2014.

The following section outlines why we have YCS, our basic principles and our method. This is set out in the areas of:

- Purpose and Vision
- Structure
- The YCS Vision for Our World
- The Three Truths
- The Review of Life
- YCS Principles
- YCS Creed & Prayer
- Holistic Formation
- A Student-Run Movement

It is crucial that an Adult Assistant, Chaplain and the Key Student Leaders have at least a basic grasp of this information before moving on to the rest of the program.

PURPOSE & VISION

The Young Christian Students Movement (YCS) is an international movement that is run for secondary school students, by the students themselves. The Movement aims to empower students to take action in their own lives that reflects their faith and beliefs.

The YCS is currently active in 8 dioceses around Australia and over 80 countries across the world. The Movement was inspired by a young priest named Joseph Cardijn who believed that young people could, and must, be the ones to take action in their daily lives, to bring about the Kingdom of God. Therefore YCS has always ensured that students talk, review, plan and co-ordinate the Movement together with other students. Adults are important for supporting the YCS, but they must never run the Movement. The students are the leaders.

The method developed by Cardijn to transform the workers of his time was called the Review of Life. This method is always relevant for people throughout the world, as people analyze their own lives and situations with their values, and are challenged into action.

The Review of Life has three main sections: SEE, JUDGE & ACT. In the SEE section students examine a situation that is happening in their life, challenge each other to look at the impact of the situation on the people involved, and investigate what truly caused it to occur. In SEE it is important to truly understand what is happening underneath the surface of a situation and look past its face value to determine what is really happening. In the JUDGE section students then discuss what they think about what is happening, and relate the situation to their faith and values. Based on this the students decide what they think the ideal situation is. This section is really where students figure out how they are being challenged by the Gospel, and together understand how this is calling them to action. This leads into the final section- ACT. The students work out what they would like to change (long-term) and plan an action to achieve this (short-term). Students look to involve other people in their actions, to give others the chance to make a difference too!

As you would be able to tell, the Review of Life can lead to a wide variety of actions being taken by students. This is one of the strengths of YCS because the Movement is always relevant to whatever the concerns of students currently are. Actions can range from very small personal actions, such as talking to someone who is being excluded at lunchtime; to large collective actions such as the 100% Respect- for Young Refugees and Asylum Seekers which were carried out nationally in 2012 and 2013. It is therefore important to make sure a YCS group has the freedom to be creative in their use of the Review of Life and in the actions that they take, but also have a structure which can be followed easily if need be.
The YCS functions at the local, diocesan, national and international levels. The most important level is local; amongst the groups that exist in Schools, Parishes and Communities. This is the most important level because this is where the actions are taking place, directly based on the student reality. This is where we learn the leadership skills to take action in our community and where we begin to see God in our everyday lives. Without this level of reviewing and taking action, the rest of the movement cannot exist. On average two members of each local group then represent the group at the diocesan level, and these members make up the Diocesan Review Team.

The Diocesan YCS Review Team (commonly known as the DRT) use the SEE JUDGE ACT to understand the issues of students across the area based on what they have been reviewing in their local groups. It then co-ordinates action to respond to the common issues on a deeper level. The DRT also uses the SEE JUDGE ACT to understand the chosen national campaign, and carries out actions collectively with other students and DRTs across the country.

Every 6 months there is a meeting of the National Executive. This team is made up of one or two representatives from each diocese. The National Executive (usually known as ‘The Exec’) co-ordinates action on a national level, as well as ensuring that other areas of the movement such as leadership skills, and finance are developing as well. Nationally, action takes place through the national campaign.

YCS is International! Actions are carried out on this level through an international Campaign as well. The IYCS holds co-ordination meetings once a year and a World Council every 4 years. This structure ensures that all members are represented at each level of the Movement, and that we can carry out action on a large scale in solidarity with each other.

In 2014, we are encouraging all local groups to connect with a National movement from another country to share stories, experiences, realities and actions online! If your local group, or even your NUTs group would like to get involved, contact the National Coordinator (contact details are at the end of this resource).

Where possible the ‘DRT’ and the ‘National Exec’ also employ people to work for the Movement. While these workers are obviously not secondary school students, they are employed by students and are always directed by the students of the YCS Movement.

In the 2008 National Conference, YCS students across Australia constructed a vision for the YCS Movement. It describes the way we want the world to be in the future and it reminds us that all our small actions are working towards the greater vision of building the Kingdom of God.

The Australian Young Christian Students’ movement recognises that the world is not as it should be. As students, we know we have a role to play in rectifying the injustices, inequalities and problems of the world.

We view education as being vital. Ignorance, apathy and even poverty, can be eradicated by holistic education. Every human will be educated in a manner which is empowering and enriching.

We acknowledge the detrimental effect various prejudices have on individuals around the world. Bullying, racism and the divide between the wealthy and the poor are not conducive to bringing about the Kingdom of God. We will overcome these issues via action, taken by students in a connected international movement.

We respect the Indigenous cultures of the world, and the contribution they have made to our shared history and will continue to make to our development. We are aware of the suffering caused by displacement, and will work to ensure equality and justice for all people.

We will value the importance of the environment. We see that its preservation is essential for our future; it is God’s gift for us to nurture and protect.

Students around the world will be comfortable with their individuality and accept and value their differences. We will be able to recognise the fact that we are created in God’s image.

Students will be able to live in supportive and harmonious families, free from the burden of domestic violence and broken homes.

It is the Light of Christ, which will shine through each of our actions, to bring about God’s Kingdom. Amen.
The Three Truths is a paradigm that was used by Joseph Cardijn to explain the mission and spirituality of the YCS Movement. Understanding The Three Truths provides an integral understanding of what YCS aims to achieve, and is the underlying philosophy behind our Movement. This is not a checklist to be memorized, but rather a way of preceding that can be better understood and developed over time.

1. The Truth of Faith

We believe that every single human being has a dignity and worth beyond measure. As Cardijn said, we believe that everyone is worth “more than all the gold in the world.”

The reason that we believe this is because every person was created by God and created in God’s image. And because everyone is created by God, we all have a part to play in creating the Kingdom of God here on earth. When you believe someone is created by God and has a unique role to play in the world, then they are definitely worth more than any amount of money. This is what our faith is truly about.

Because everyone has this dignity and worth, each person has the right to be able to live in peace and justice, the right to be free from exploitation and war and hate, and the right to be treated with respect by every other person.

2. The Truth of Experience

The truth of faith (above) is what we believe; but when we look around us we experience so many situations where people aren’t treated with that dignity and worth. We see poverty, wars, lies, huge gaps between the rich and the poor, racism, unjust treatment of refugees, consumerism.

In the student world we can see discrimination against young people, pressure for exams, boredom, bullying and body image issues for example.

In each of these situations we see or feel a contradiction between our faith and our experience. And every time we see a contradiction, our faith calls us to do something about it, to play our part in building the Kingdom of God.

3. The Truth of Method

In order to really change the contradictions we, as students, need a Method and a Movement. The ‘method’ used by YCS to bridge the gap between faith and experience is the Review of Life. It was developed by Cardijn, based on the Three Truths, as a way to overcome these contradictions in our everyday lives. The best YCS actions come from the Review of Life because they are based on our real experiences as well as what we truly believe through our faith and values. When we are taking actions which are not rooted in the Review of Life, we are not truly working to overcome what we see and what we believe to be unjust. This is why the Review of Life is so important for our local groups to function well.

A Movement is needed to make a difference and it must be organised and committed to its mission. The YCS is such a movement, and our mission is to take actions that can overcome the contradictions recognised so that what we experience is equal to what we believe our God intended for us. If we take actions on our own we can fix part of the problem, but by working in a Movement we can work on fixing the causes of these problems. This way, we can take collective action, and go further than just giving a ‘band-aid’, temporary solution.
REVIEW OF LIFE

The method of the Review of Life involves a series of questions that is divided in three parts. The following questions help the group ensure that they explore the situation in its entirety. For example, they are not just ‘seeing’, then ‘acting’; but reflecting on what questions motivated their reactions and they are thinking about how their faith calls them to act. However, these questions are not restrictive; elaborations and other questions within the group, are definitely encouraged and needed. The Review of Life is fundamental to our Movement, and it is important that each local group go through each section in depth.

SEE

The SEE Section is about finding out exactly what is happening in a situation that the students want to talk about.

1. What exactly happened? What was your action in response? (the facts)
2. What caused this to happen and why? (the causes)
3. How were people affected? (the consequences)

JUDGE

The JUDGE Section is about applying our faith and beliefs to the situation and developing an idea about what we are called to do.

4. What do you think about this?
5. What does your faith say about this situation?
6. What should be happening? (the ideal situation)

ACT

The ACT Section is about deciding what we can do to change or see happen in this situation in the way that our faith and beliefs are calling us to. Remember, it is not a true Review of Life unless the actions are carried out!

7. What exactly do you want to change or see happen in this situation? (Long term aim)
8. What action could you take this week that would be a worthwhile step towards achieving this change? (Short term action)
9. Who else could you involve in your action, and how?
YCS PRINCIPLES

The YCS principles summarise the entirety of our Movement; our key beliefs, our purpose and our methodology. These do not need to be memorised, but it is always a good reference point for a summary of YCS.

- The Young Christian Students’ Movement of Australia is led for, by and among secondary school students.
- It is inspired by and wants to live the mission of Jesus Christ among secondary school students.
- It has a specific task of formation and education of secondary school students.
- It believes in the Review of Life (it reflects on the encounters of students, judges these encounters in light of their faith, and develops action) as its method of education.
- Its faith in Jesus Christ challenges students to an active response among, with, and on behalf of all secondary school students.
- It commits itself to working for justice and peace, especially among secondary school students.
- It is a Local, Diocesan, National and International Movement and accepts that it has responsibility at all these levels.

YCS CREED

The YCS Creed outlines the core values of the movement, and what we as students believe in as our mission. It articulates our faith in a way that it can be used as the basis of a prayer at the beginning or the end of meetings.

As Young Christian Students we believe in God. We believe that God created the universe and that we, as part of God’s creation, are invited to help complete God’s plan.

We believe that the earth has been entrusted to us, to care for, to nurture and to respect. People, as God’s creation, have a dignity and worth beyond measure, and deserve to be treated with respect and understanding.

We believe the Holy Spirit empowers us to live active lives following the example of Jesus Christ. We do this through communicating our thoughts, opinions and emotions and accepting and loving each other unconditionally.

We believe that our schools should promote these values through encouraging students to form and question their own opinions and beliefs, and treating each student as a worthwhile individual who has unique needs and talents. Our schools should educate for life.

And we believe that Jesus calls us to live through actions, not just words.

Amen.
**YCS PRAYER**

The YCS prayer articulates the essence of our mission; and should be used at the end of each group meeting.

_Dear Jesus,_

_Please fill us with your spirit of love._

_Help us to see the world as you do,_

_to judge with your heart, and to act with_ the strength and courage you have shown us as we work to transform our world._

_Amen._

**HOLISTIC FORMATION**

One of the key elements of the YCS Movement is that it provides students with holistic formation. This can be broken into two main parts:

1. A balance between action and reflection.
2. Lifelong formation.

**Action and Reflection**

Through using the Review of Life, YCS aims for students to reflect on their lives in the light of their faith and beliefs, and then challenges them to act in the way that their faith calls them.

It is often easier to just focus on action or just focus on reflection, but if the two aren’t joined together then we miss key aspects of who Jesus calls us to be.

One of the great things that this means is that YCS can cater for students starting at a broad range of points of understanding or identification with their faith. For example, if students already identify as Christians or have a relationship with Jesus, then being involved YCS can help them develop that further by encouraging and empowering them to act in the courageous, loving and challenging way that Jesus did.

Alternatively, YCS can also be attractive to students who see something wrong in the world and want to make a difference. Often this might be because of more ‘humanist’ beliefs, but through the Review of Life and participating in Gospel Reflections they can see that the way Jesus spoke and acted actually is an inspiring example of the things they believe in, and this can show them that Jesus and the Gospel are relevant to their lives and the world today.
Cathy Larkin, YCS alumni, a Parramatta YCS Collaborator and Vice Principal of Loyola Senior High School, in Western Sydney, comments on the unique balance of action and reflection brought about by the YCS methodology:

“The See, Judge, Act Method used in the YCS gives students a framework to do the thinking/reflecting AND the acting in regards to issues and situations they wish to pursue in their everyday life in light of the Gospel.

As an Ignatian school which adopts the paradigm: Experience – Reflection – Action... and Evaluation in all it does, YCS neatly complements these approaches. The YCS goes beyond the formal RE program and is integral to the life, faith and identity of the school.

It gives a concrete example for the schools RE programming involving action, life, faith and justice issues.”

Life-long formation

Another key aspect of YCS formation is that it is a long-term process, with long-term results. We aim to train students to form and question their own opinions and beliefs and to live those beliefs out in their everyday lives. This involves students taking actions and making a difference, right now. But just as importantly, it means they are learning to do that every day for the rest of their lives. And this isn’t something that can be achieved through one event, or one retreat, or even over a month or two. The events, retreats and programs have their place in attracting and engaging people, but they can’t replace ongoing formation.

It is this life-long formation, which produces committed Christian leaders both now and well into the future that really sets the YCS method apart in terms of ongoing benefit. His Holiness, Pope Emeritus Benedict XVI called for a ‘new generation of apostles’ and YCS is about engaging young people and providing them with the formation and training that is needed to become a life-long apostle.
PREPARATION

“The best preparation for the future is the present well seen to, and the last duty done.”

GEORGE MACDONALD
PREPARATION

Now you have an understanding of what YCS is all about – the next step is knowing how to start a YCS local group, identifying the key individuals involved and their roles (the Adult Assistant and the Leadership Team), and how to prepare for every local group meeting.

Before your local group gets started with the ‘NUTS program’, it is important that each section is covered and prepared for. ‘Prior preparation prevents poor performance’ - and in order for your local group to be running effectively and efficiently, prior preparation is crucial for a great group!

This part of the resource will cover:

- How to Start a YCS group in your local school or parish
- The role of an Adult Assistant/Chaplain
- The role of the Review Leaders
- How to run your meetings

The aim is that by the end of this section, you will have everything you need to start the NUTS program in your local school or parish – so let’s get started!

HOW TO START A YCS GROUP

8 steps towards starting your YCS local group!

1. Contact the AYCS.
   We are more than happy to help out, particularly in initiating YCS in your local school or Parish. As YCS is a movement, it is important that groups are connected and support each other. These co-ordination teams can support your progress using the resources provided, plus their own practical experiences with the YCS Movement. Details of the YCS Diocesan Review Teams in each diocese are included at the back of this book. Never hesitate to contact us with any difficulties or concerns that might arise.

2. Get the support of the School or Parish.
   It is important that you get the support of your school or Parish so that YCS is understood as a valued part of the community.
   Make sure that the person you are asking (i.e. Principal, APRE/REC, Parish Priest) understands what YCS is and the reasons why you’d like to establish a group in your school/parish. You can also contact Australian YCS to assist you in this process.

3. Find a passionate and committed adult to be the Adult Assistant or Chaplain to the group.
   It is important to have an Adult Assistant in place BEFORE the group starts, because this person will be an integral part of the group and they need to be accepted in that role by the students.
   School Chaplains or Campus Ministers are a good place to start looking with school groups or a committed teacher – the person who gave their support from the school should have some ideas. The Parish Priest could be a Chaplain for either a school or parish group if they are available; however, it is important to recognise how much they have on their plate.
4. **Find a core group of students.**

With the assistance of the Adult Assistant, you’ll need to find three or four students that you can invite to be a part of the leadership team. Some ideas could be SRCs, students you see at church, or anybody who you have seen promoting social justice or showing potential for leadership. It’s important to remember, however, that YCS works for students of all different backgrounds and views so don’t be shy to ask around.

5. **Meeting to run through what YCS is about and plan for the first meeting.**

The leadership team, and the Adult Assistants must meet to make sure that they understand what YCS is about and why each student would like to be a part of the Movement. The first part of this program is great at providing a foundational understanding of the Movement and is a great place to start. It is important that both the Adult Assistant, and the leadership team go through part one together, and attain an indepth understanding of the YCS Movement.

6. **Plan the starting of the group AND the first meeting.**

The Adult Assistant should meet with the leadership team in order to continue planning the advertising of the group and the first meeting. Advertising through schools or parishes could include using newsletters, bulletins, posters, announcements, notices, and etc. While advertising is good for raising awareness, most students will only come if personally invited. For example, try to ensure that each of the leaders personally invite at least three others to the first meeting.

The Leadership group should meet at least twice to prepare for the first group meeting. The meeting agenda and activities are all set out in the NUTS program, so the preparation is about making sure that you understand the questions you’re going to be asking and the role each member of the team is taking. It is also important to prepare the Gospel reflections or Scripture reflection with the Adult Assistant.

The adult will do this preparation with the leadership team for the first meeting and continue to do that each meeting afterwards. It is important that the first meeting should be run by the students as this sets the standard for the way the group will work.

7. **Run the NUTS Program for 8 Weeks.**

Start the program! Part three of this resource outlines the NUTS program that will run for eight weeks, centred on Bullying, Animal Cruelty and Consumerism. The first meeting will be more of an ‘Introduction to YCS’, while the final meeting will be a review on the program itself.

8. **After the program.**

YCS can support you with the transition from using the NUTS Program into being an ongoing group. We have developed a resource which will assist with this transition called, ‘Taking the Next Step’ which is available online (aycs.org.au). Following the ‘Taking the Next Step’ resource there will also be a ‘Collective Action Kit’ which will allow you to deeply explore an issue that you would like to take deeper analysis, reflection and action on.
THE ROLE OF AN ADULT ASSISTANT

YCS groups are led and run by secondary school students. This is one of the key principles that separates YCS from other youth groups or movements and it is essential to the method of formation that the Movement uses. However, the formation of students within the movement relies heavily on the role of the Adult Assistant.

As noted by Joseph Cardijn, “Above all, the Assistant must communicate the person of Christ ... but it isn’t enough to reveal their mission... he must stir in them a desire for the apostolate; he must help, encourage and guide them in their understanding. For this, he must know them... and finally, these lay apostles may be formed.”

The role of the Adult Assistant is to support, empower and positively challenge the students within the group. The experience, knowledge and wisdom of an Adult Assistant can greatly contribute to the effective development of the students as active Christian leaders.

As the YCS is a student run movement and we believe that students are the experts in the student’s reality, they must be the ones who are taking action, planning and leading the movement as only they can build the Kingdom of God in their communities. Usually, the older and more experienced you are, the more you are seen as the expert. In the YCS, we emphasise the student reality, and as experts, they must be empowered to act and live this out.

However, in order to ensure the most effective formation of YCS students, it is critical for Adult Assistants to have a clear understanding of their role and required time commitment.

Outside the meeting:

- Meeting with the Key Leader/s before the group meeting in order to plan how they will run the meeting. This should be particularly focused on how they will lead the Review of Life. This meeting really builds the confidence and understanding of the leaders and will in turn impact the actual meeting significantly.
- Following up with the leader afterwards to review how the group meeting went and how they could improve things.
- Building rapport with the group leaders and members through activities outside the meeting.

Inside the meeting:

- Attending YCS Meetings.
- Asking questions that positively challenge students. You are inviting them to look deeper and take the next step. You support the students in developing an analytical and critical mind-set and to move beyond surface observations and understanding of faith.
- Avoid comments. Questions are better but comments often sway and influence the conversation. The aim is to strongly encourage students to communicate their own thoughts and opinions on matters discussed.
- Assist the leader when and where they need it.
- Supervise (not in a controlling or traditional sense).
**Time Commitment**

**Within the local group:**
The time commitment to the YCS group will depend on how often the group decides to meet and for how long. If the group chooses to meet for one hour once a week, the Adult Assistant will need to ensure that they are able to attend these meetings. In addition to this, they will also need to set aside time to meet with the key leaders from the group to plan the meeting’s agenda. This preparation may take anywhere from 20 minutes to 1 hour. There is also the time that may be required to be involved in the students’ actions and activities that come from the Review of Life and the group’s desire to form community. If the YCS group is new to the movement, following up students in between meetings may also be necessary.

**Diocesan Events or Camps:**
As YCS relies on volunteers and the good will of all involved, the AA may also be asked to contribute their time to helping out with diocesan events, or camps. Such events may only happen once a term, or more regularly, depending on the Diocese. Within this role they may be asked to be an extra adult supervisor on such camps, or events, or to help students prepare a session or activity for the camp.

**Training/Formation days:**
Depending on the structure of your Diocese, the AA will also be asked to attend Adult Assistant Training Days/Formation Sessions. It’s important that, in the role of Adult Assistant, they are able to attend such training days or formation sessions. Not only does it provide them with the opportunity to communicate with other local group Adult Assistants and to share both challenges and successes, it also provides them with vital formation and training to enable them to carry out their role.

There is also a National Adult Assistant Training Gathering every two years which all Adult Assistants are encouraged to attend to further develop their skills with Adults across Australia. One important area for the Adult Assistants to be aware of is the YCS Child Protection Policy and Procedures and to make sure that the Adult Assistants has signed the YCS Adult Assistants Code of Conduct (this is found at the end of this section).

**Reflection Development**

The Review of Life method is an opportunity for every Adult Assistant to assist in the reflection development of each YCS group.

**See**
The ‘See Section’ is an opportunity for students to objectively engage with the issue and hold an open discussion on what they understand to be the causes and consequences. It is crucial at this point in the Review of Life, for the Review Leaders to have undertaken research on the issue and be well prepared to facilitate the discussion. However, for many students — this will be a difficult process at first, and will require time to build their confidence.

The role of the Adult Assistant/Chaplain is to assist the Review Leaders in coordinating the conversation, in a way that empowers and encourages the students to participate. The goal of the ‘See Section’ is to encourage insightful and objective conversation in regards to ‘what is happening’, from the student perspective. Thus, the Adult Assistant should never dominate the discussion, nor make any ‘comments’ that sway the conversation in a particular way. Instead, the Adult Assistant should be assisting the Chairperson in asking questions openly to the group and provoking thought. The key is to allow students to either think bigger or have an alternative perspective on otherwise cliché perceptions on social justice issues. This is to avoid a superficial engagement with the group, but to hold a substantial and in-depth discussion provoking thought and reflection.

**Judge**
Developing the faith of students through the Review of Life is a challenging task but an important undertaking for any Adult Assistant. Some groups may also have a YCS Chaplain, whose role is similar to that of the Adult Assistant, but with the added focus on promoting the spirituality of YCS in the broader society and Church. However, this role is not restricted only to a Chaplain, as both roles have the opportunity to develop the faith experience of each student and group. There are many ways Adult Assistants/Chaplains may do this —

**Through their relationship with the group**
The Adult Assistant must always accept the students with respect and openness no matter what their views and values are. Everyone is welcome to the group.
It is good to understand where the students 'are at' though in their faith – what they believe in and what influences them. It is only then that you can help the students move on from there. You 'see' what the students' faith is, you 'judge' the areas where it can be developed and you 'act' to aid that development. We can find out about their faith through their conversation, what they do and simply trying to get to know them better in between meetings. If an assistant does not develop an ongoing understanding of their students, his or her actions to develop faith could become completely ineffective and he or she may begin to feel alienated from the group in this area.

Faith is often very personal and many people find it hard to simply start talking about it. So, it is important for the atmosphere within the group to be one of trust, and openness.

Through the group meeting

- Sometimes we tend to talk about a reading from the top of our heads, rather than from the heart. Often an Assistant needs to initiate this through sharing their faith with the group and relating the Gospel message to their own lives.
- Asking questions to help the students make a connection between their faith and their lives: eg. What are the positive and negative influences in the situation? In the light of the Gospel, how do you think Christ would have felt about the situation? What would he have done about it? What do you think of this situation? Why do you feel this way? ‘Where do you see God present in this situation?’

Through meeting with Leaders in between meetings

Until such time as working through the Judge section becomes natural to a group, it helps to prepare with the leaders specific Judge questions. The Leaders and Assistants Kit is useful for this, as is the resource kit.

Encourage spending time on prayer and the Judge section of the review.

Review with the leaders how the last meeting went and, hence, what can be built on to improve the next meeting.

Suggest that prayer and Gospel readings be chosen that relate to the issues of concern raised by the students about their lives.

Action

By the time students reach the ‘Action Section’, every student is well informed in regards to their respective issue and whatever action is determined – it is grounded upon the discussion and reflections undertaken during ‘See’ and ‘Judge’. The aim of the Adult Assistant in assisting the group and Review Leaders in completing effective action, is to ensure:

- They have followed up students in regards to their own personal actions.
- That students have followed the proper procedures in regards to completing actions (e.g. received permission from the Parish Priest/Principal, Vice Principal or APRE/REC).
- Review Leaders have debriefed on the previous action (strengths, weaknesses, ways to improve).
- To remind and encourage the Review Leaders to ensure EVERYONE in the group is included and participating in the ‘Action’.

What can you get out of being involved in the YCS Movement?

By being involved as a local Adult Assistant for a group, AAs also have an amazing opportunity to be a part of the wider YCS Movement. Such opportunities you may like to take on may include being the Diocesan Adult Assistant (for the Diocesan Review Team) or National Adult Assistant (for the National Executive Team). An Adult Assistant will also learn a lot in their role about empowering young people and developing an understanding of young people’s faith development and will see students grow in their faith and confidence.

Being an Adult Assistant also gives adults a chance to review their own life with Adult Assistants or even the group where appropriate. It is an opportunity for the Adult Assistant to reflect on their own mission in the world, and how they contribute to building a more just, equal and loving world. Through this role the Adult Assistant will be contributing their invaluable experiences and talents, and enabling the students to learn from them and each other.
AYCS Adult Code of Conduct

It is also important that every Adult Assistant fills out the below form before committing to their local group:

This is a code of conduct for all Adults involved in the YCS Movement and is supported by the AYCS Policies and Procedures, especially the Child Protection Policies and Procedures.

The AYCS in Australia recognises the dignity of all people and the significant role it has in the promotion of an environment that nurtures and protects the wellbeing of students and their families.

We support the rights of children and will act to make sure a safe and caring environment is maintained at all times. We also support the rights and wellbeing of employees, volunteers and adults. We encourage active participation of employees and volunteers in creating and maintaining a respectful and secure environment for all members of the AYCS.

Your responsibilities are to:

- Fulfil to the best of your ability specific roles and tasks given to you, while maintaining clear boundaries about appropriate behaviour and duty of care.
- Build appropriate relationships with students and their families in a transparent manner so that you are a positive role model and representative of the AYCS and the wider Catholic community.
- Treat everyone with respect and conduct yourself at all times in a way that is a positive example to the students and other people with whom you interact, so that your attitude and language sustains self-worth and dignity.
- Follow the Policies and Procedures of the AYCS especially in relation to Child Protection and reporting of abuse.

It is inappropriate for an adult to

- Spend excessive time alone with students away from others unless on a specific YCS related project and then the procedures set in the Child Protection Procedures should be followed.
- Take students to their own home where no-one else will be present.
- Smack or hit students, or use any form of excessive discipline.
- Sleep in the same bed as a student.
- Do things for students of a personal nature that they are able to do for themselves.

Adults involved with the YCS must never develop sexual relationships students; develop relationships with students that could in any way be deemed exploitative or abusive; or act in ways that may be abusive or may place a student at risk of abuse.

Adults involved with the YCS must avoid actions or behaviours that could be construed as poor practice or potentially abusive, which include:

- Using language, making suggestions or offering advice which is inappropriate, offensive or abusive.
- Behaving physically in a manner which is inappropriate or sexually provocative towards a student.
- Condoning, or participating in, behaviour of students which is illegal, unsafe or abusive.
- Acting in ways intended to shame, humiliate, belittle or degrade students.
- Showing unfair differential treatment, or favouring particular students to the exclusion of others in the same group.
- Undressing in front of students.
- Sending of any communication, which is sexually explicit, offensive or containing inappropriate jokes.
- Personal correspondence with a student in respect of the adult’s personal feelings for that child.

All AYCS Adults are covered by the AYCS Volunteer Worker Insurance.

Failure to complete with this code of conduct may mean that you will be asked to withdraw from working with students.

I accept the above Code of conduct and agree to follow respectful practices with children as outlines in the AYCS Policies and Procedures of the AYCS.

Signed: ___________________________ Date: ___________________________

Name in full: ___________________________

Signature of Witness: ___________________________

This will need to be sent to the National Co-ordinator of AYCS. Contact details will be found at the back of the resource.
As a student run movement, it is important to identify a group of passionate and committed students to lead YCS in their respective school or parish. It is highly encouraged that a small leaders group is established as it allows the responsibilities and duties of leadership to be shared amongst many. In a regular YCS group there should be four Review Leaders who ensure that the roles and responsibilities are cycled and distributed equally.

The Review Leaders are to lead and coordinate YCS within their groups, primarily leading the Review of Life and the formation of group members. However, it is important to note that a part of LEADING the group includes bringing people together; to be as inclusive and engaging with your local group to encourage collective action.

For an effective Review Leaders team it is important that the core group of students have a clear understanding of their role, and the required time commitment.

**Outside the meetings**
- The Review Leaders need to meet with the Adult Assistant for preparation with the leaders before each weekly meeting. These meetings will include:
  - Reviewing the previous meeting and discussing strengths and weaknesses
  - Preparing for the next meeting, assigning and delegating roles (e.g. Chairperson, Timekeeper, who will be leading the Gospel Reflection).
  - Build friendships with group members outside meetings.
  - Follow up group members any 'Actions' that may have been determined during the Review of Life.
  - Advertise the YCS local group throughout your school or parish.

**Inside the meetings**
- Attending YCS meetings.
- Be inclusive and engage with every member.
- Two leaders should take on the running of the meetings for two weeks at a time. It is suggested that each week should include one of the original 4 leaders, plus one other student.
- When running the meeting there are two roles. One student runs the Review of Life and the other runs the reflection and the administrative parts of the meeting. The idea is that they do this as a pair, and the second week they swap over so that both get a chance at both roles and they can learn from the mistakes made previously. You can also allocate roles to other people so that they are participating in owning the group.
Time Commitment

Within the local group:

The time commitment required for the Review Leaders, will depend on the frequency of meetings. Local groups either meet weekly or fortnightly. The NUTS program is set on a weekly meeting basis. In this case, the Review Leaders will be required to meet twice; to attend the group meeting, and to meet outside that time to prepare and review. It is crucial that the Review Leaders prepare for each meeting thoroughly and meet at a separate time from the group meeting to ensure an effective and efficient meeting. Neither the group meetings nor the Leadership Team meetings should take any longer than 50 minutes.

Diocesan Events/Camps

It is important that students participate in, and promote YCS diocesan reviews, actions and camps. We are a student run Movement, and so students will be asked to take time to assist in the planning, running and promotion of these reviews and events. They also provide an amazing opportunity for further student formation and to engage with the wider YCS community.

HOW TO PREPARE FOR GROUP MEETINGS

As mentioned, there are two types of meetings that students will need to prepare for

1. Review Leaders Meeting
2. Local Group Meeting

The NUTS program outlines the meetings for the Local Groups over 8 weeks (all covered in Part 3); each week with a different focus. Although the content and discussion of each meeting will be different, the structure and process will remain the same.

For every Local Group Meeting, the following things are needed:

- An agenda (prepared in the Review Leaders Meeting)
- An Acknowledgment of Country
- A Prayer/Creed/Reflection to begin or end the meeting (covered in part 1)
- A Chairperson
- A Minute Taker

For every Leadership Team Meeting, the following things are needed:

- A Chairperson
- A Minute-taker

Agenda

For the NUTS program, an AGENDA is provided in the front page of each Meeting. However, the leadership team will need to meet prior, to go through each Agenda, and the following program to familiarise themselves with the material.

Following the NUTS program, Leadership Team meetings would also need to come up with an agenda for each meeting to ensure there is a structure for everyone to follow.
Acknowledgement of Country

Every YCS meeting begins with an Acknowledgment of Country. This is because the AYCS:

“respects the indigenous cultures of the world, and the contribution they have made to our shared history and will continue to make to our development. We are aware of the suffering caused by displacement, and will work to ensure equality and justice for all people.”

AYCS Vision for Our World

As part of the meeting preparation, the Review Leaders will need to find out who are the traditional owners of the land you meet on. To find out who the traditional owners are for your area, contact the local Aboriginal Land Council. For example, if you are in South Perth then Google “South Perth Aboriginal land council”. Once you know who the traditional owners are you can use the acknowledgement below by inserting their name.

I’d like to begin by acknowledging the ________ people, the traditional custodians of the land we’re meeting on, acknowledge our gratitude that we share this land today, our sorrow for the costs of that sharing, and our hope that we can move to a place of justice and partnership together.

Prayer & Creed

It is important that we incorporate our spirituality in each meeting to reflect the Christian principles of social justice and an active faith that underpin our Movement. The YCS Prayer and Creed are found in the beginning of this resource on pg 20. However, upon the completion of the Program, do not feel restricted to the YCS Prayer or Creed, but feel free to use any prayer or reflection to begin your meetings.

Chairperson & Minute Taker

Every group meeting should consist of these two roles, determined beforehand in the Review Leaders meeting. These roles should be cycled equally between all members to ensure everyone has had an opportunity to experience each role. However, these roles do not need to be restricted only to the Review Leaders; once the group has completed the program and are Reviewing issues independently, the Leadership Team are encouraged to include group members to step up into these roles.

Chairperson

This is an important role during your local group meetings, as the Chairperson outlines the agenda, and coordinates the discussion.

Why the Chairperson is important:

- The chairperson will facilitate conversation to ensure that everybody contributes and feels included.
- Each meeting needs a leading figure to guide and coordinate the agenda.
- The Chairperson suggests to the Review Leaders and Adult Assistant when the next Review Leaders meeting should be.

Some tips for chairing meetings:

- Remind people about the meeting in the days leading up to it. It is important to follow people up.
- Make sure you know the agenda and some questions that you can ask people to facilitate conversation.
- Reflect on your own answers to the Review questions prior to the local group meeting.
- Make sure that everybody is contributing to the discussion and that it is not just one or two people in control.
- Keep the meeting on time, and ensure each part of the agenda is given enough time.
Minute-taker

- The Minute-taker is an extremely important role for several reasons:
  - It’s important as a social justice Movement that encourages informed actions to have a record of what actions are being undertaken, or have been completed.
  - Sometimes a Review of Life will go over more than one meeting. There needs to be notes that the group can check back on so that they can remind everyone what was discussed.
  - If the group have one set of official notes it limits arguments/conflict over what has, or hasn’t been discussed.

You might need to practise taking minutes a few times until you get it quite right, but with these tips, you will be a pro in no time!

- At the start of the meeting, write down who is present, and the date
- Don’t try to be really neat and tidy on the page, just make sure your notes are clear and legible
- It isn’t necessary to write down every word said! Just take down a summary of the conversation and the main points of discussion.
- Make sure any actions, plans or decisions are clearly written, along with the names of those people responsible for them
- It’s best to take notes down in point form. You don’t need to write in perfect paragraphs.
- If you get stuck and need help, don’t hesitate to ask! But definitely don’t be scared to give it a go.

Template for writing minutes

Provided below is a template for writing minutes, but you should not feel restricted to this model. It serves only as a starting point, as each individual will bring his or her own style of writing minutes over time.

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<tr>
<th>Date/Place of Meeting:</th>
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<th>Chaired by</th>
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<thead>
<tr>
<th>Key Points of Discussion (depending on which part of the meeting your in)</th>
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</thead>
<tbody>
<tr>
<td>a. Gospel Reflection Points</td>
</tr>
<tr>
<td>b. SEE Section Points</td>
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<tr>
<td>c. JUDGE Section Points</td>
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<tr>
<td>d. ACT Section Points</td>
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<th>Summary of Actions</th>
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<th>Finishing time of meeting</th>
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<th>Date of the next Leadership Meeting -</th>
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Carrying out the Gospel Reflection

YCS views the Gospel as our inspiration, motivator and basis for reflection in the Review of Life. Through the Gospel we see how God is calling us to act in our situations. We take time in our YCS meetings to reflect on a Gospel passage so that we can better understand the message of Jesus to help us relate our faith to our everyday situations. The method we use in YCS for this reflection is of course, SEE – JUDGE – and ACT. We see what is happening in the Gospel, judge how it relates to our lives, and then look at how we are called to act in response.

The Gospel Reflections in the NUTS Program are set out using these processes. As your group develops you will create your own Gospel Reflection, but for now use the ones that are provided in the program. Below are some tips for doing the Gospel Reflection in your group during NUTS.

1. Create a reflective space.
2. Read the passage through more than once, the first time ask the group to listen to the story, the second time ask someone else to read the passage and this time get them to think about what stands out to them.
3. Ask the questions that you prepared.
4. Never say your reflections first, allow others to share their reflections.
5. Make sure that everyone has the opportunity to share and contribute.
6. You may like to close with a prayer focusing on how you can live out this message in the next week.

It is important to note that the provided method is used primarily for the NUTS program, but there are numerous ways to carry out a Gospel Reflection and engage with your local groups. If you are interested in learning more about the Gospel Reflections, go online to check out our AYCS ‘Gospel Reflection Booklet’ resource, found on our website: http://www.aycs.org.au/

Online Communication

After each ‘Review of Life’, and the completion of your ACTIONS – we’re asking all local groups to send through pictures, reflections and summaries of each Action to the Australian YCS website so we can upload them on the site and post them up through our:

YCS Facebook page:
www.facebook.com/australianycs

Twitter:
@AusYCS

Instagram:
#ausycs

It is important to have an active presence online in the digital age of media, but it also creates a link between dioceses, local groups, and leadership teams across Australia. Take photos, write reports, reflections and don’t be shy! Send them through to: http://www.aycs.org.au
NUTS program 2014

“... do not look the other way; do not hesitate. Recognise that the world is hungry for action, not words. Act with courage and vision.”

NELSON MANDELA
This NUTS program is designed to engage high school students to be leaders of justice and action by using the SEE JUDGE ACT method. We hope that once they have completed the program they will be interested in starting an independent YCS group where they review their own experiences and continue to take action. Over time students will become holistic Christian leaders of action and reflection.

In the SEE Section, YCS students identify issues they care about in their communities. Three common issues have been recognized as important to high school students across Australia: Bullying, Consumerism and Animal Cruelty.

In the past decade, Bullying has been one of the most reviewed topics in Australian YCS and remains a contemporary issue facing many students throughout their schooling experience. 1 in 4 students in Australian schools are affected by bullying, with an increase coinciding with the rise of technology and the development and use of the internet.

Next we will be reviewing ‘Consumerism.’ The list of what we consume in Australia is endless. It is easy to buy whatever we think we need to suit our desired lifestyle without considering the consequences for our world or local communities. It is easy for us as a country to take what we need from those in other countries who are poorer than us. Students will review their own consumer behavior and reflect on the impacts of the way we consume across the planet.

‘Animal Cruelty’ is the final topic for the Nuts Program. Between 2011-2012, over 130,000 animals were taken in with reports of animal cruelty as specified by the most recent national statistics put out by the RSPCA Australia. Many young people are vegans, or vegetarians but many make the choice to consume animal products and meat. Young people have varying experiences of the live export trade to Indonesia—some joined the protests, whereas others believe the trade is justified because of the impact it has on people and industry. This is a topic that is often looked past in contrast to other issues that students care about— but one that YCS students have identified as important.

The NUTS Program introduces students to the YCS Movement and gives them the opportunity to make a difference and live the Christian faith in an ongoing way through the SEE JUDGE ACT method. The Adult Assistant has an important role in empowering the students to allow this to happen, the role of the Assistant is to support, encourage and positively challenge the student leaders of the group. Each week of the NUTS program, the Leadership Team will prepare one of the meetings with the adult who takes on the role of Adult Assistant within the group. Using the meeting plans provided, the students will lead a meeting that looks at all three issues.

In these meetings, students will examine the causes and consequences of these situations; they will decide what they believe should be happening, based on their values, faith and the Gospel message; and they will plan specific actions that they can take to truly change that situation.

It is important that anyone wishing to use this program either attends a Training Day or contacts a local or national branch of the YCS for support. By either attending a training day, or asking for support, we will be able to help you use this resource to its full potential and ensure that it is used in a way that is authentic to the YCS and our method of actively empowering secondary school students. To contact us please refer to the details included at the back of this book.

Leaders should try to be familiar with the content for each meeting rather than reading straight from the program, as this will enable you to build confidence and become a more engaging leader. Remember, ‘Prior preparation prevents poor performance’—to ensure the effectiveness and efficiency of doing the SEE JUDGE ACT please make sure you have familiarised yourself with all of the material covered in part 1 and part 2 of this resource and that you have prepared well. Remember we don’t expect you to be perfect. Prepare well, do the best you can, and have fun changing yourself and the world around you!
MEETING ONE: What is YCS?

AGENDA FOR THE GROUP

1. Acknowledgement of Country  2min
2. Getting to know you game  10min
   - Balloon Game
3. What is YCS?  10min
   - Brief Explanation
   - Contradictions Exercise
   - Purpose of YCS
4. What is NUTS?  10min
   - Explanation of purpose
   - Overview of Program
   - Commitment
5. Closing Prayer  2min
   - YCS Prayer

NOTES FOR REVIEW LEADERS

Acknowledgement of Country

I’d like to begin by acknowledging the _____________ people, the traditional custodians of the land we’re meeting on, acknowledge our gratitude that we share this land today, our sorrow for the costs of that sharing, and our hope that we can move to a place of justice and partnership together.

Game – Balloon Game

Purpose: To get students to think about how they approach situations and their attitude to improving themselves.

Instructions/Rules:

- Each person is given a balloon and a piece of string.
- They are told to blow up the balloon and tie it to their ankle.
- You need to set an area for the game to be played and tell students the boundaries.
- Then everyone is told that the purpose of the game is to keep his or her balloon safe and that is all.
- After 2 minutes stop the game. The players will probably have tried to burst each others’ balloons.
- Do the following reflection on people's attitudes in the game:
  - Ask the players what they tried to do when the game started. They’ll probably say something about popping other people’s balloon so theirs stays up the longest.
  - Then remind them of what you actually said. They needed to keep their balloon safe!
  - So the way our society functions has trained us to think that we need to destroy other people and what they have in order to build ourselves up.
  - There are lots of ways that all the balloons could have been kept from being popped but, we don’t think often think of them because our society is about competition and racing to get ahead of other people.
  - Get them to give examples of when they have seen this type of attitude in the real world.

Meeting one: What is YCS?

NUTS PROGRAM

Never Underestimate the Students
Recommendations:

- Make sure that you give the correct instructions and don’t say anything that implies that they need to burst other people’s balloons or that they need to keep their balloon up the longest.
- At the end you also need to make sure you don’t say that one person wins because this rewards the destruction of others and defeats the point of the exercise.
- Make sure that it doesn’t sound like you are preaching or putting people down for their attitude. Rather, the leader should be pointing out what was observed during the game, and this should encourage students to think about their own attitude and treatment of others.

What is YCS?

YCS is an international Movement that is run for high school students, by the students themselves. It is about students taking action in their own lives and the world around them in a way that lives out their values and beliefs. There are 2.5 million members of YCS in 65 countries around the world, including in 8 diocese of Australia.

CONTRADICATIONS EXERCISE

It is important that the Leader and Assistant read and understand the 3 Truths (pg 14) so that they can run this effectively.

1. Your experience
   - The leader should get everyone into groups of two and ask each pair to come up with two things that concern them about the world.
   - One should be something that affects them directly and the other should be something that is happening in the wider world. If they are struggling to think of things ask them what problems they see or what they would like to change.
   - Quickly list these, writing them on a whiteboard or butchers paper.

2. Your beliefs
   - Then ask each pair to say in one sentence what they think the world should be like. You should ask them to think of the question, if they could create an ideal world what would it be like:
     - How would people treat themselves?
     - How would they treat each other?
     - How would governments and countries relate to each other?
   - List these next to the previous list so that people can see the comparison.

PURPOSE OF YCS

- The first list describes the world that we currently live in. And that the second list describes the world we would like to live in.
- “YCS is about making it possible to transform the world we are in now, into the world we would like to live in.”
- Give a brief explanation of the Truth of Faith and Truth of Experience and how they relate to what you have just talked about. YCS believes in what you have just said and wants to achieve these things.
- Explain that as members of a movement we can actually make that change in the world but we need a Movement and a method for it to happen:
  - Draw a line/connection between what the members believe and experience, highlighting that the bridge is the movement and method needed to overcome the gap between what we see and believe.
  - Why a movement?

There needs to be a movement of people working together to overcome these differences. Individually we can make a difference but when you have 2.5 million people in YCS around the world then you can truly change things.
• Why a method?
  There needs to be a method, a way of going about things that teaches people how to change the world. The Review of Life is this method.

• YCS allows the bridge between faith and experience to become smaller and smaller. The purpose of YCS is to be that movement, be the bridge, where high school students can come together and take actions that change their schools, their families, and their communities.

What is NUTS?

YCS empowers students to make a difference in the world. All around us we see examples of stereotypes and perceptions that belittle student potential and aptitude, with no expectation to truly change things, or achieve anything without adult direction. YCS believes that students can truly change the world through taking actions in their everyday lives, and thus provide a methodology to be active agents of social change. Through this program and YCS initiatives – we challenge the world, and ourselves to ‘Never Underestimate The Students’.

PURPOSE OF NUTS

“NUTS” sums up one of the aims of the Australian YCS and it is also what this program is about. By following this 8-week program, students are given an opportunity to not only see what YCS is all about, but to use the YCS method of See-Judge-Act and be empowered to take action.

The three areas which students will be taking action in are:
  • Bullying
  • Consumerism
  • Animal Cruelty

Through the next 8 weeks you can begin to change the world by taking small and achievable actions. Each week you will examine one of these three areas: we will look at what is happening (SEE), talk about what we believe should be happening (JUDGE) and then plan an action that you can take to change the situation (ACT).

Commitment

Following this week, the NUTS program for 2014 runs for 7 meetings. To be involved you need to commit to:
  • Being involved for the whole 7 meetings.
  • Taking the actions that you say you will do, or else there is no point!
  • Because YCS is a movement that is run by students, you will need to actively participate and be willing to lead meetings and take notes.
  • Actively participate in, be open to lead meetings, and take notes because YCS is a student run Movement.

What you get out of it:
  • Making a real difference in the world by learning how to take effective action
  • Developing your leadership skills
  • Becoming an informed and active student of social justice
  • The opportunity to get more involved with YCS if you’d like to continue after the Program
  • Meeting and greeting new people, and an opportunity to be a part of Movement.

CLOSING PRAYER - YCS Prayer

Dear Jesus,
Please fill us with your spirit of love.  
Help us to SEE the world as you do,  
to JUDGE with your heart,  
and to ACT with the strength and courage you have shown us,  
as we work to transform our world  
Amen.
As Young Christian Students we believe in God. We believe that God created the universe and that we, as part of God’s creation, are invited to help complete God’s plan.

We believe that the earth has been entrusted to us, to care for, to nurture and to respect. People, as God’s creation, have a dignity and worth beyond measure, and deserve to be treated with respect and understanding.

We believe the Holy Spirit empowers us to live active lives following the example of Jesus Christ. We do this through communicating our thoughts, opinions and emotions and accepting and loving each other unconditionally.

We believe that our schools should promote these values through encouraging students to form and question their own opinions and beliefs, and treating each student as a worthwhile individual who has unique needs and talents. Our schools should educate for life.

And we believe that Jesus calls us to live through actions, not just words.

Amen.

I’d like to begin by acknowledging the people, the traditional custodians of the land we’re meeting on, acknowledge our gratitude that we share this land today, our sorrow for the costs of that sharing, and our hope that we can move to a place of justice and partnership together.

As Young Christian Students we believe in God. We believe that God created the universe and that we, as part of God’s creation, are invited to help complete God’s plan.

We believe that the earth has been entrusted to us, to care for, to nurture and to respect. People, as God’s creation, have a dignity and worth beyond measure, and deserve to be treated with respect and understanding.

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We believe that our schools should promote these values through encouraging students to form and question their own opinions and beliefs, and treating each student as a worthwhile individual who has unique needs and talents. Our schools should educate for life.

And we believe that Jesus calls us to live through actions, not just words.

Amen.
**Game – Fungus Mungus**

**Purpose:** Don’t be too put off by the name! This is an icebreaker game so the purpose is for the students to get to know each other better in a way that is active and fun.

**Instructions/Rules:**
- Get the group to sit in a circle.
- Start a rhythm by tapping your hands on your knees twice, and clapping with your hands twice.
- The leader will then say their own name twice, and a name of somebody else in the room twice.
- If your name is ‘Tessa’ you would say “Tessa, Tessa” at the same time that you tap your hands twice on your lap, and ‘Harry, Harry’ at the same time that he claps.
- The rhythm does not stop, and in the next beat Harry says his name twice, and the name of another person in the room. No beat is without a name being said.
- This other person then says their name twice, and the name of another person in the room twice in line with the beats.
- The person who misses a beat, or says a name at a different time which isn’t in line with the rhythm, is out.
- This is good to play a few times and, when you are getting good, name two people in the group ‘fungus’ and ‘mungus.’ Now instead of saying their name, you call them ‘fungus’ or ‘mungus’. If they, or anyone else calls them by their own name, they are out!
- The game ends when there is only one person left, who did not make a mistake with the names and beats.

**Tips:** If you have a big group, it may help to play in two little groups.

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**Review of Life**

**Bullying Review**

“Bullying is the intentional (often repeated) intimidating behaviour by an individual or group against another person or group. Bullying is not simply ‘part of growing up’; it is a destructive issue that can have serious effects on a young person’s physical and mental health. Bullying takes many forms and can occur in a real (face to face) or virtual (online) environment.”

– Headspace, National Youth Mental Health Foundation

A contemporary issue facing one in four students in Australian schools – bullying is the ideal topic to begin the NUTS program, and one that has been constantly arising in many dioceses with existing YCS groups.

1. **SEE**
   - What is bullying? Are there different types of bullying?
   - When have you seen or experienced bullying in your life, your school or in the community? (Choose one of these experiences to focus on for the rest of this Review of Life) What happened in this experience?
   - Why do you think bullying occurs?

2. **JUDGE**

   Read and reflect on the following Gospel Passage, MATTHEW 5:43-46 – “You have heard that it was said, ‘You shall love your neighbour and hate your enemy.’ But I say to you, Love your enemies and pray for those who persecute you, so that you may be sons of your Father who is in heaven … For if you love those who love you, what reward do you have…”

   - How do you feel about bullying and this particular situation? What do your beliefs or faith say about it?
   - What does your faith say about this?
   - Think about the YCS Creed: do you think anything in the Creed applies to bullying and the situation you are reviewing?
   - What do you think should be happening?
### ACT

Next meeting you will be planning a specific action to combat the issues you’ve raised surrounding Bullying.

But before you can go much further you need to get a better idea of what is causing the situation and how it is affecting people. So that you can do this effectively, and make real change, each group member can take ‘mini-actions’ to learn more about the issue itself.

Here are some ideas about what you could do between now and the next meeting. Remember it’s important that every person takes a mini-action at this stage:

- **Researching the situation.** Check out the Internet, find other organisations that know about this stuff and see what info they have.
- **Use YCS.** Take advantage of being in a movement! You could check out the website, or contact the National Co-ordinator or Diocesan workers around the area – Check the contact details at the back and never hesitate to contact us!
- **Ask other people how they are affected.** This could be other students, other young people, or maybe you need to spread the net wider and contact people outside your immediate situation like a local community centre.

### CLOSING PRAYER - YCS Prayer

Dear Jesus,

Please fill us with your spirit of love.
Help us to SEE the world as you do,
to JUDGE with your heart,
and to ACT with the strength and courage you have shown us,
as we work to transform our world

Amen.

### AGENDA FOR THE GROUP

1. **Acknowledgement of Country**

2. **Prayer/Reflection**
   - What stood out for you from this video?
   - How does this video affect your own preconceptions of bullying?
   - What is the main message behind this video?

3. **Review Of Life (continued)**
   - What happened last time?
   - **ACT**
     - What action are you going to take in the next week to start working towards your medium or long term goal?
     - What would you like to change or see happen in the situation you are reviewing? (This should be a medium or long term goal)

4. **Closing Prayer**
   - YCS Prayer
I’d like to begin by acknowledging the people, the traditional custodians of the land we’re meeting on, acknowledge our gratitude that we share this land today, our sorrow for the costs of that sharing, and our hope that we can move to a place of justice and partnership together.

Watch the YouTube Video, ‘The Bullying Experiment’ – fouseyTUBE
http://www.youtube.com/watch?v=EisZTB4ZQxY
• What stood out for you from this video?
• How does this video affect your own preconceptions of bullying?
• What is the main message behind this video?

Last meeting we did the ‘See’ and ‘Judge’ part of the Review of Life. Each member committed to carrying out ‘mini-actions’ to learn more about Bullying so that they would be able to effectively plan an action at this meeting.

Today we will quickly look at what we discussed last week and then we will plan an action that comes from that discussion. Without putting what we believe into action we are just wasting our time and we will never be able to change anything.

WHAT HAPPENED LAST TIME?
• Get the note-taker to read out what was discussed in the SEE and JUDGE sections last meeting.
• From the ‘mini-actions’ since the last meeting what have you learnt which can add to either the SEE or the JUDGE section?

1. ACT
In order to develop effective actions we always look at what we want to change in the situation in the medium to long term. From there, we work out an action which will be the first step to making that change. It is important that both the long-term goal and action are always specific.

• What action are you going to take in the next week to start working towards your medium or long term goal?
• What would you like to change or see happen in the situation you are reviewing? (This should be a medium or long term goal)

• Every group member needs to be taking some kind of action. It can be as big or small as you want as long as it’s a first step. Smaller or simpler is actually better because you can build it up from these small things. Here are some ideas for actions for your review on bullying. Use these as a guide or inspiration, but try to come up with your own ideas that apply to your own situation:
• Create a power-point presentation to raise awareness of bullying in your school, and to promote a social justice action.
• Organize a day against cyber bullying.
• Create posters to be placed around your school or parish advocating against bullying.

Remember to be creative! You are not restricted to these suggestions – they are simply a starting point.

Who can you involve?
It is good to involve people in your action so that you are not only raising awareness about the issue you are reviewing, but you are also giving other students the chance to make a difference.

CLOSING PRAYER - YCS Prayer

Dear Jesus,
Please fill us with your spirit of love.
Help us to SEE the world as you do,
to JUDGE with your heart,
and to ACT with the strength and courage you have shown us,
as we work to transform our world
Amen.

AGENDA FOR THE GROUP

1. Acknowledgement of Country
2. Opening Prayer – YCS Creed
3. Review Of Life – Consumerism
   • Action from previous meetings
   • Consumerism Review
      SEE
      • What is consumerism? And how does it affect the world around us?
      • Think about the last piece of clothing you bought –
        a. When was it?
        b. What brand of clothing was it?
        c. Do you know where it was made? Who made it?
        d. Why did you buy it? Did you 'need' it?
      • Does consumerism affect our relationships with other people?
      • Why is this happening?
      JUDGE
      • Read Gospel Passage, MATTHEW 6: 19- 21
        – What stands out for you? Why?
        • What does your values say about this?
        • Are your own actions saying the same thing as what you believe or do they send a different message?
      • What should be happening?
4. Closing Prayer
   • YCS Prayer
I'd like to begin by acknowledging the _________ people, the traditional custodians of the land we're meeting on, acknowledge our gratitude that we share this land today, our sorrow for the costs of that sharing, and our hope that we can move to a place of justice and partnership together.

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We believe the Holy Spirit empowers us to live active lives following the example of Jesus Christ. We do this through communicating our thoughts, opinions and emotions and accepting and loving each other unconditionally.

We believe that our schools should promote these values through encouraging students to form and question their own opinions and beliefs, and treating each student as a worthwhile individual who has unique needs and talents. Our schools should educate for life. And we believe that Jesus calls us to live through actions, not just words.

Amen.

It is important that we follow up the actions that we took in the previous meeting. At this point it is good to ask the group how their individual actions went. What did they learn? How did it go? Are there any other actions they can take to work towards their long-term aim?

Consumerism Review

“Human beings are themselves considered consumer goods to be used and then discarded. We have created a ‘disposable’ culture, which is now spreading. It is no longer simply about exploitation and oppression, but something new ... The culture of prosperity deadens us; we are thrilled if the market offers us something new to purchase; and in the meantime all those lives stunted for lack of opportunity seem a mere spectacle; they fail to move us ... Money must serve, not rule! The Pope loves everyone, rich and poor alike, but he is obliged in the name of Christ to remind all that the rich must help, respect and promote the poor. I exhort you to generous solidarity and a return of economics and finance to an ethical approach which favours human beings.”

– Pope Francis, Evangelii Gaudium

Consumerism is a consequence of an abundance of spending that goes well beyond our needs; coinciding with our lack of education as consumers in regards to the products we purchase, and how they are produced and the impact of our consumption on the environment and society – but more importantly, its impact on US, as individuals.

1. SEE
   - What is consumerism? And how does it affect the world around us?
   - Think about the last piece of clothing you bought:
     - When was it?
     - What brand of clothing was it?
     - Do you know where it was made? Who made it?
     - Why did you buy it? Did you ‘need’ it?
   - How does consumerism affect our relationships with other people?
   - Why is this happening?
2. **JUDGE**

Read and reflect on the Gospel Passage, **MATTHEW 6: 19-21** – “Do not store up for yourselves treasures on earth, where moth and rust consume and where thieves break in and steal; but store up for yourselves treasures in heaven, where neither moth nor rust consumes and where thieves do not break in and steal. For where your treasure is, there your heart will also be”

- What stands out for you?
- What do you think about the situation?
- What does your values say about this?
- Are your own actions saying the same thing as what you believe or do they send a different message?
- What should be happening?

3. **ACT**

Next week you will be looking at what action you could take about Consumerism to change the situation you have talked about into how you believe it should be.

Right now each group member needs to take a mini-action to find out more about Consumerism and the situation you have been reviewing between now and then. Remember to make sure each person has an action and that it is specific and proactive. Here are some ideas:

- **Researching the situation.** Check out the Internet, find other organisations that know about this stuff and see what info they have.

- **Use YCS.** Take advantage of being in a movement! You could check out the website, or contact the National Coordinator or Diocesan workers around the area – Check the contact details at the back and never hesitate to contact us!

- **Ask other people how they are affected.** This could be other students, other young people, or maybe you need to spread the net wider and contact people outside your immediate situation like a local community centre.

- **Visit Your Local Shops.** You may be able to ask the people working there what they know about the situation.

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**CLOSING PRAYER – YCS Prayer**

**Closing Prayer, Dear Jesus,**

Please fill us with your spirit of love.
Help us to **SEE** the world as you do,
to **JUDGE** with your heart,
and to **ACT** with the strength and courage you have shown us,
as we work to transform our world

**Amen.**
Luke 4:14-20 ‘Jesus Begins His Work’

Jesus returned to Galilee in the power of the Spirit, and news about him spread through the whole countryside. He taught in their synagogues, and everyone praised him. He went to Nazareth, where he had been brought up, and on the Sabbath day he went into the synagogue, as was his custom. And he stood up to read. The scroll of the prophet Isaiah was handed to him. Unrolling it, he found the place where it is written:

“The Spirit of the Lord is on me, because he has anointed me to preach good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to release the oppressed, to proclaim the year of the Lord’s favour.”

Then he rolled up the scroll, gave it back to the attendant and sat down. The eyes of everyone in the synagogue were fastened on him, and he began by saying to them, “Today this scripture is fulfilled in your hearing.”

• What is the Gospel passage saying to us as young Christians?
• Does this Gospel passage reflect the values and ideas surrounding consumerism? If so, how?
• What parts of this passage challenge you in how you live out your faith?
Review of Life

- In YCS we believe that our faith calls us to live through actions, not just words. Last meeting we did the ‘See’ and ‘Judge’ parts of the Review of Life. Each member committed to carrying out ‘mini-actions’ to learn more about the issue that is being reviewed so that they would be able to effectively plan an action at this meeting.

- Today we will quickly look at what we discussed last week and then we will plan an action that comes from that discussion. We need to always be reflecting and acting in order to truly make change happen!

WHAT HAPPENED LAST TIME?
- Get the note-taker to read out what was discussed in the SEE and JUDGE section last meeting.
- From the ‘mini actions’ since the last meeting what have you learnt which can add to either the SEE or the JUDGE section?

1. ACT
- Remember that in order to develop effective actions we always look at what we want to change in the situation in the medium to long term, and then we look at what we can do within the next few weeks. Your action must be specific, or else nothing will happen!

- What would you like to change or see happen in the situation you are reviewing? (This should be a medium or long-term goal?)

- What action are you going to take in the next week to start working towards your medium or long term goal? (Each member should take an action; you may take a personal and a group action). Here are some ideas to get you started:
  - Create a PowerPoint presentation on the dangers/injustices of consumerism and present it to the rest of your school.
  - Promote awareness through creating flyers and having them available around the school, or posters with facts and statistics.

- Remember to get creative! You are not restricted to these suggestions – they are simply a starting point.

- Who can you involve?

- It is good to involve people in your action so that you are not only raising awareness about the issue you are reviewing, but you are also giving other students the chance to make a difference.

CLOSING PRAYER – YCS Prayer

Dear Jesus,
Please fill us with your spirit of love.
Help us to SEE the world as you do,
to JUDGE with your heart,
and to ACT with the strength and courage you have shown us,
as we work to transform our world
Amen.
NOTES FOR REVIEW LEADERS

MEETING SIX: Animal Cruelty

AGENDA FOR THE GROUP

1. Acknowledgement of Country
   1min
2. Reflection
   10min
   - What stands out for you in this reflection?
   - What does the following reflections, say about our relationship with animals?
3. Review of Life – Animal Cruelty
   23min
   - Actions from Previous Meetings
   - Animal Cruelty Review
     SEE
     - What are the different ways that humans use animals?
     - What is animal cruelty?
     - What are your experiences of animal cruelty?
     - How does animal cruelty affect the world/community around us?
     - How does our treatment of animals reflect on us as individuals?
     - Why is this happening?
   - JUDGE
     - What does this issue mean to you?
     - What does your faith say about the situation? Does the Scripture reflection we covered earlier say anything on this issue?
     - Do you think we have a responsibility to extend our values beyond humanity and towards our dealings with the animal kingdom?
     - What is the ideal situation?
4. Closing Prayer
   1min
   - YCS Prayer

Acknowledgement of Country

I’d like to begin by acknowledging the people, the traditional custodians of the land we’re meeting on, acknowledge our gratitude that we share this land today, our sorrow for the costs of that sharing, and our hope that we can move to a place of justice and partnership together.

Reflection

“Not to hurt our humble brethren (the animals) is our first duty to them, but to stop there is not enough. We have a higher mission—to be of service to them whenever they require it... If you have men who will exclude any of God’s creatures from the shelter of compassion and pity, you will have men who will deal likewise with their fellow men.”

– Saint Francis of Assisi

But ask the animals, and they will teach you; the birds of the air, and they will tell you; ask the plants of the earth, and they will declare to you. Who among all these does not know that the hand of the Lord has done this? In his hand is the life of every living thing and the breath of every human being.

- Job 12, 7 – 10

- What stands out for you in this reflection?
- What does the following reflections, say about our relationship with animals?
It is important that we follow up the actions that we took in the previous meeting. At this point it is good to ask the group how their individual actions went. What did they learn? How did it go? Are there any other actions they can take to work towards their long-term aim?

Animal Cruelty Review
“Animal cruelty can take many different forms. It includes overt and intentional acts of violence towards animals, but it also includes animal neglect or the failure to provide for the welfare of an animal under one’s control. In addition to this, it is important to remember animal cruelty is not restricted to cases involving physical harm. Causing animals psychological harm in the form of distress, torment or terror may also constitute animal cruelty” – RSPCA, Australia

Between the years of 2011 to 2012, RSPCA Australia investigated over 50,000 allegations of Animal cruelty; many of which continue today. This is a unique, contemporary issue, as the injustice is not to our fellow man, but to animals. Do we have a responsibility to extend our Christian nature beyond humanity?

1. SEE
   - What are the different ways that humans use animals?
   - What is animal cruelty?
   - What are your experiences of ‘animal cruelty’?
   - How does animal cruelty affect the world/community around us? How does our treatment of animals reflect on us as individuals?
   - Why is this happening?

2. JUDGE
   - What does this issue mean to you?
   - What does your faith say about the situation? Does the Scripture reflection we covered earlier say anything on this issue?
   - Do you think we have a responsibility to extend our values beyond humanity and towards our dealings with the animal kingdom?
   - What is the ideal situation?

3. ACT
Next week you will be looking at what action you could take about Animal Cruelty to change the situation you have talked about into how you believe it should be.
Right now each group member needs to take a mini-action to find out more about Consumerism and the situation you have been reviewing between now and then. Remember to make sure each person has an action and that it is specific and proactive. Here are some ideas:

   - **Researching the situation.** Check out the Internet, find other organisations that know about this stuff and see what info they have – the RSPCA Australia, website is an awesome place to start! – www.rspca.org.au
   - **Use YCS.** Take advantage of being in a movement! You could check out the website, or contact the National Coordinator or Diocesan workers around the area – Check the contact details at the back and never hesitate to contact us!
   - **Ask other people how they are affected.** This could be other students, other young people, or maybe you need to spread the net wider and contact people outside your immediate situation like a local community centre – research locally and see if there is any animal shelter and get in contact with the workers!

**CLOSING PRAYER – YCS Prayer**

Dear Jesus,
Please fill us with your spirit of love.
Help us to SEE the world as you do,
to JUDGE with your heart,
and to ACT with the strength and courage you have shown us,
as we work to transform our world
Amen.
MEETING SEVEN: Animal Cruelty

AGENDA FOR THE GROUP

1. Acknowledgement of Country 1min
2. Reflection 10min
3. Review of Life (continued) 23min
   - What happened last time?
     ACT
     - What would you like to change or see happen in the situation you are reviewing? (This should be a medium or long-term goal).
     - What action are you going to take in the next week to start working towards your medium or long term goal?
4. Closing Prayer 1min
   - St Basil’s Prayer for animals

NOTES FOR REVIEW LEADERS

Acknowledgement of Country

I’d like to begin by acknowledging the ______________ people, the traditional custodians of the land we’re meeting on, acknowledge our gratitude that we share this land today, our sorrow for the costs of that sharing, and our hope that we can move to a place of justice and partnership together.

Reflection


https://www.youtube.com/watch?v=8DDdLH89Y

- What stood out for you from this video?
- Were you aware of the issue in regards to live exports of Australian farm animals?
- Does anything add to your research and previous discussion on the issue of animal cruelty?
Review of Life

In YCS we believe that our faith calls us to live through actions, not just words. Last meeting we did the ‘See’ and ‘Judge’ part of the Review of Life. Each member committed to carrying out ‘mini-actions’ to learn more about the issue that is being reviewed so that they would be able to effectively plan an action at this meeting.

Today we will quickly look at what we discussed last week and then we will plan an action that comes from that discussion. We need to always be reflecting and acting in order to truly make change happen!

• WHAT HAPPENED LAST TIME?
  – Get the note-taker to read out what was discussed in the SEE and JUDGE section last meeting.
  – From the ‘mini actions’ since the last meeting what have you learnt which can add to either the SEE or the JUDGE section?

1. ACT

Remember that in order to develop effective actions we always look at what we want to change in the situation in the medium to long term, and then we look at what we can do within the next few weeks. Your action must be specific, or else nothing will happen!

• What would you like to change or see happen in the situation you are reviewing? (This should be a medium or long-term goal).

• What action are you going to take in the next week to start working towards your medium or long term goal? (Each member should take an action; you may take a personal and a group action). Here are some ideas to get you started:
  – Create a PowerPoint presentation on the injustice of Animal Cruelty and present it to the rest of your school.
  – Promote awareness through creating flyers and having them available around the school or posters with facts and statistics.
  – Run fundraisers at your school or parish for donations to the RSPCA or local animal shelter! E.g. BBQ’s, Mufti Days, Cake Sales, Trivia Nights.
  – Depending on your age – volunteering at an animal shelter/RSPCA would be a great way to get involved.

Remember to be creative! You are not restricted to these suggestions – they are simply a starting point

Who can you involve?

It is good to involve people in your action so that you are not only raising awareness about the issue you are reviewing, but you are also giving other students the chance to make a difference.

CLOSING PRAYER – St Basil’s Prayer for Animals

O God, enlarge within us the sense of fellowship with all living things,
For our brothers and sisters, the inarticulate beasts,
To whom you gave the earth as their home in common with us.

We remember with shame that in the past we have exercised the high dominion of humanity with ruthless cruelty so that the voice of the earth, which should have gone up to You in song has become a groan of anguish and a cry of torment.

May we realize that they live not for us alone, but for themselves and for Thee, and that they too love the sweetness of life.

Amen.
MEETING EIGHT – Making A Difference

AGENDA FOR THE GROUP

1. Acknowledgement of Country  1min
2. Evaluation of NUTS Program  5min
3. Review of Life – NUTS Program  25min
   
   SEE
   • What did you like best about being a part of NUTS?
   • What did you find challenging?
   • What is one thing that you have achieved by being part of this group?
   • Where do you think you could have improved?
   
   JUDGE
   • What did you want to get out of NUTS?
   • Why did you decide to come in the first place?
   • Do you think that it is possible to achieve those things that you wanted in only 8 weeks? Were there any other actions you wanted to take from the Reviews of Life?
   
   ACT
   • What can you do now to keep working towards changing the world and making a difference? Is being part of a YCS group one of those things?
   • Do you want this group to continue?

4. What now?  3min
   a. St Basil’s Prayer for animals

5. Closing Prayer  1min
   a. YCS prayer

NOTES FOR REVIEW LEADERS

Acknowledgement of Country

I’d like to begin by acknowledging the _____________ people, the traditional custodians of the land we’re meeting on, acknowledge our gratitude that we share this land today, our sorrow for the costs of that sharing, and our hope that we can move to a place of justice and partnership together.

Review of Life

It is important that we follow up the actions that we took in the previous meeting. At this point it is good to ask the group how their individual actions went. What did they learn? How did it go? Are there any other actions they can take to work towards their long-term aim?

NUTS Program Review 2014
This week we will be reviewing and reflecting on the NUTS program and the past 7 weeks!

1. SEE
   • What did you like best about being a part of NUTS?
   • What did you find challenging?
   • What is one thing that you have achieved by being part of this group?
   • Where do you think you could have improved?

2. JUDGE
   • What did you want to get out of NUTS?
   • Why did you decide to come in the first place?
   • Do you think that it is possible to achieve those things that you wanted in only 8 weeks? Were there any other actions you wanted to take from the Reviews of Life?
3. ACT
   • What can you do now to keep working towards changing the world and making a difference? Is being part of
     a YCS group one of those things?
   • Do you want this group to continue?

WHAT NOW?
If you have decided to continue with YCS (Congratulations!) – AYCS has a 'Taking the Next Step resource which will
help you to become a self-sustainable YCS group that is able to respond to the challenges happening in the lives of
your own group members, rather than just using the set topics from a book like NUTS.
In addition to this, the next step is to consolidate your Leadership Team for the year and contact National YCS or
YCS workers in your diocese to inform them on the completion of the NUTS program and to assist you in becoming
an independent YCS group, reviewing your own issues!

CLOSING PRAYER – YCS Prayer

Dear Jesus,
Please fill us with your spirit of love.
Help us to SEE the world as you do,
to JUDGE with your heart,
and to ACT with the strength and courage you have shown us,
as we work to transform our world
Amen.

“Go, do not be afraid, and serve”
– Pope Francis
WHERE TO NOW?

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.

MARGARET MEAD
WHERE TO NOW?

Congratulations!

Now that you have completed the NUTS Program, hopefully you have decided to continue on as a YCS Group and join the 2.5 million YCS Members around the world! If you have decided to continue as a YCS Group please contact our National Office so that we can add you on as a ‘YCS Member Group’ and let you know about the other exciting events and actions that are happening with YCS in your region or state. See the back of this book for details or check out our website on the following page.

So what now?

After completing three Reviews of Life, you should now be familiar with the structure and process of the YCS method, and are now ready to begin reviewing issues that YOU decide are important to your local group. This is a STUDENT run movement, run FOR, BY and WITH students – you are now ready to start taking control. We’re excited to have you on board!

RESOURCES

If you are struggling to find where to begin with this new found freedom, AYCS have plenty of resources to help you out. Never hesitate to contact us!

All of our resources are available online at www.aycs.org.au

These resources include:

- Taking the Next Step!
- Collective Action Kit
- Scripture Reference Guide
- Leadership Handover Resource
- AYCS’ Gospel Reflection Booklet
- AYCS Prayer Booklet
- ‘Gone Fishing’ Recruitment Kit
- Post-School Retreat Kit
- Public Speaking Kit
- Adult Assistants and Chaplains Info Kit
- Guide for Recruiting and Training Adult Assistants
- Everything and Nothing - 8 modules for AAs.

There have also been prepared SEE - JUDGE - ACT resources for specific issues such as body image, stereotyping, and racism which can be provided by the AYCS National Office.

If you still haven’t found what you’re looking for – get in contact with AYCS. We are always more than happy to help!
The Young Christian Students’ movement has a sister movement called the Young Christian Workers (YCW). While YCS focuses on students, YCW aims to empower and advocate for the rights and wellbeing of young adult workers. It also provides an opportunity for anyone who is currently in their final year, to stay in touch with the YCS Movement and continue reviewing after high school.

**The YCW movement aims to** –
- Educate, represent, and provide services for young adults
- Operates autonomously FOR, BY AND WITH young people
- Work in solidarity as an INTERNATIONAL youth movement

The YCW seeks to organize, educate and empower young people to be a positive change within their own lives and the community. The type of change we make is informed by our VALUES, BELIEFS AND FAITH. The YCW believes that both personal and collective ACTION is the starting point for building justice, dignity and harmony.

**How do we do this?**

The Young Christian Workers believe that each young worker should be able to live and work in dignified conditions and be able to find value and meaning in their work. It is the YCW’s goal that each young worker be able to assume responsibility for finding solutions to their situations at the local, national, and international levels.

Today the YCW is an active movement in more than fifty countries, based on democracy and participation of all young workers in the decision making process. The Young Christian Workers believes that each young person is able to assume responsibility for finding solutions to their situations at a local, national and international level, to create a better world for all young workers using the SEE, JUDGE, ACT method.

For more information on YCW check out their website: [http://www.ycw.org.au/](http://www.ycw.org.au/) or Facebook page: [https://www.facebook.com/AustralianYCW](https://www.facebook.com/AustralianYCW)

AYCS currently holds offices in the Archdioceses of:
- Adelaide
- Melbourne
- Perth

And the dioceses of:
- Parramatta
- Sandhurst
- Townsville

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For more information in regards to YCS, or to start a local group in your school or Parish, your first point of contact would be to our National office! From there, the National Coordinator or National Campaign Development Officer, can assist you with any queries, and/or direct you to the YCS office in your respective diocese.

Never hesitate to contact us, we are always more than happy to help!

**National Office Contacts**

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270 Stanley Street, Townsville QLD 4810

**Sophie Stewart**
National Campaign Development Officer
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Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.

1 Timothy 4:12
never underestimate the STUDENTS