

ycs
SEE. JUDGE. ACT.

ADULT ASSISTANT TRAINING MANUAL

7 MODULES FOR
FORMING AND TRAINING
YCS ADULT ASSISTANTS



HOW TO USE THIS RESOURCE

Joseph Cardijn, the founder of Young Christian Workers and inspiration of YCS, described the role of the Adult Assistant as both 'everything and nothing.' This brief phrase sums up the achievements of the adults who support YCS, as well as the challenges they face.

Being part of YCS calls on adults to be both proactive and humble. It's a deeply rewarding job, but also a tough one at times, and one that we grow into over time.

This resource, *Everything and Nothing: 7 Modules for Forming and Training YCS Adult Assistants*, aims to facilitate this growth. It provides a series of formation and training modules that Adult Assistants can use to learn more about the movement and their place within it, and to come up with practical ideas for improvement.

Everything and Nothing is a response to requests from AYCS Adult Assistants for consistent national training for adults. It contains 7 modules that can form the basis of Adult Assistant training in your diocese or area. It is designed to be flexible. You can run this training in a number of formats, for example as a weekend retreat or a series of regular meetings on a monthly or term basis. These meetings could be focused on formation alone, or they could be combined with reviews or other business.

The modules in this resource are designed to be undertaken in groups of two or more. Meeting in a group gives adults a chance to learn in community and to support each other. Where distances are a challenge, sessions could be run via phone conference as meetings are mostly discussion-based.

Each module should take between 45 minutes and an hour. It contains a series of activities and questions which break open an important dimension of being an Adult Assistant. These activities, arranged according to the 'see, judge, act' process, provide chances to reflect on experiences of YCS, to explore case studies, passages from the Gospel and the words of influential people, and to set actions. The YCS prayer is also suggested as a way to conclude meetings and connect to our spirituality and identity as a movement.

Before each meeting the person leading the session should read through all the content to make sure they understand it. They should also note any preparation that needs to be done, which may include copying handouts or researching policies (Module 5: Adult Responsibilities). Experienced Adult Assistants should feel free to adapt aspects of the modules as they see fit, while retaining their essential message and aims.



MODULE
1

THE LIVES OF HIGH SCHOOL STUDENTS

AIM

To help Adult Assistants to better understand the lives and realities of the students that they are in contact with, so that they can relate to students and help them to review more effectively.

INTRODUCTION: REFLECTION

1. Invite Adult Assistants to become still and close their eyes.
2. Ask them to reflect on the following questions:
 - When you were a high school student, what was life like?
 - What did you really enjoy doing? What did you love about your life?
 - What really worried you? What made you angry?
3. After giving them a few minutes to reflect, invite them to share their responses with the group.

SEE

4. Explain that today, some high school experiences are similar to our own, but some are very different. As Adult Assistants, it is important that we listen to the students own experiences. Ask: what kind of situations and issues do you see the students in your YCS group facing? What are they bringing up in the Review of Life?
5. Together, read the handout Stats and facts about high school students on page 6. What strikes you from this handout? Does it relate to the students you're in contact with?

JUDGE

6. Ask whether anyone remembers the 'Three Truths' of YCS. If so, ask them to explain what they are to the group. If no one is familiar with the three truths, explain them using the summary on page 7.
7. What do the 'Three Truths' tell you about the role of young people's everyday lives in YCS?
8. In your local YCS group, how aware are students of their own 'truth of experience'? Are they reviewing their own situations and taking action on them?
9. Share the following quote from Joseph Cardijn. It comes from a speech he made to YCW chaplains:
"You must have this simple, affectionate, constant, intimate contact with your leaders. If you are a stranger, how can you talk to them of their personal lives? You have no right to, and if you try to they will answer, 'That has nothing to do with you.' For surely unless you are father and mother to them, unless you love them you have no right to know at all."
Does this quote challenge you in any way? If so, how?

ACT

9. What can you do to encourage students to share their own life experiences and review them?
10. What can you do to better understand the reality of high school students today?

PRAYER

Invite everyone to reflect silently on what was discussed today and on our YCS Groups. Encourage people to offer their own prayers and intentions before saying YCS Prayer together (page 30).

STATS AND FACTS ABOUT HIGH SCHOOL STUDENTS

THE THREE TRUTHS

The Three Truths is something that was used by Joseph Cardijn to explain the mission and spirituality of the YCS Movement. Understanding The Three Truths gives an integral understanding of what YCS aims to achieve.

1. 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. 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, people who only care about material things, and generally a world where money is worth more than people.

In the student world we can see discrimination against young people pressure for exams, boredom, bullying, unacceptable student/teacher ratios, and schools where students have no "say" in how things are done. 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. TRUTH OF METHOD

In order to really change the contradictions we as students need a Method and a Movement. The Movement must be organised and committed to its mission. The YCS is that movement, our mission is to take actions that can overcome these contradictions so that what we experience is equal to what we believe should be happening. If we take actions on our own we can fix part of the problem, but by working in a Movement that is for all students across the world, we can work on fixing the causes of these problems. We also need to have a "method" which is used by this Movement. And that method is the Review of Life. This method 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 in our real experience as well as what we truly believe through our faith and our values!

**MODULE
2**

**THE ROLE OF ADULT
ASSISTANTS IN
THE REVIEW OF LIFE**

AIM

- To train Adult Assistants to become more effective in assisting students to review their lives and actions in the Review of Life.
- To help Adult Assistants to evaluate the quality of Review of Life happening among students they are in contact with, and plan practical strategies to improve this.

SEE

1. Describe the experience of the Review of Life in your local group.
2. What have been the most positive things about these experiences? What impact have they had?
3. What are the challenges that your group faces when it comes to the Review of Life?
4. Have you had any other personal experiences of the Review of Life?

JUDGE

5. Distribute the handout on page 9 and ask someone to read aloud the passage from Cardijn, the founder of YCW and inspiration of YCS. Ask them also to look at the diagram below, which was drawn by an Adult Assistant from Perth.
6. Ask:
 - What strikes you about this passage or the image?
 - How can the Review of Life make these changes happen?
7. Now read the second passage, from Fran Peavey, a well-known community activist writing about 'strategic questioning'.
 - What stands out to you from this passage?
 - What might this mean for how we approach the Review of Life?

ACT

8. Read the section of the handout entitled Tips for Adults Assisting Students with the Review of Life.
9. Taking all of this into account, what can you do to better empower students to review their lives?

PRAYER

Invite everyone to reflect silently on what was discussed today and on our YCS Groups. Encourage people to offer their own prayers and intentions before saying YCS Prayer together (page 30).

THE REVIEW OF LIFE

A WORD FROM JOSEPH CARDIJN

Every Chaplain must always have this attitude and aim: I must bring about a double transformation. I must transform my boys and my girls so that they see the problems, judge and act, and become apostles, but also I must help them to transform the environment wherever they are. There is the double transformation, an interior transformation of boys, and an exterior transformation of the bus, the workshops and the factories, and the mines; and we must discover and help the boys and girls to discover that.

Cardijn Speaks to Chaplains published by Australian Young Christian Workers

A WORD FROM A COMMUNITY ACTIVIST

An important task of strategic questioning is to create the environment where people can see the solutions that are within themselves. You listen deep into the heart of the person opposite you and this creates an atmosphere conducive to generative searching for "new" truth.

We all know of many people who are perfectly content to tell you what you should do. They are people who love to dispense "solutions".... Change that happens as a result of the "this is what I think you should do" school of consultancy are often too shallow and too fast to have long lasting effects. It is not empowering for the people who are trapped within the issues at stake. The people involved might look as if they have changed but, because the change strategy has not come from them, they don't own it, they have not invested themselves in the change.

A strategic questioner listens for the latent solutions that are hidden within every problem. And this involves a special type of listening. You are not merely passively listening. You are creating an action path with your attention. An attitude of expectancy helps fresh ideas emerge. This dynamic listening is in itself a special type of communication...Your attention is focused on the reality of now and also paying attention to the clues of what could be.

It is this dynamic listening that opens doorways within the issues being discussed. Your attention creates space around the speaker - space within which they can explore their own options.

Fran Peavey, The Strategic Questioning Manual

TIPS FOR ADULTS ASSISTING STUDENTS WITH THE REVIEW OF LIFE

It is the role of the Adult Assistant is to train and support students to run the Review of Life. This role is very important and involves actively empowering others to be leaders.

It is not the role of the Adult Assistant to run the Review of Life themselves. Of course, this would be easier, but it would not be true to the nature of YCS, which is about students being apostles to each other.

SOME TIPS FOR EMPOWERING STUDENTS TO LEAD THE REVIEW OF LIFE

- Make sure that each time your group reviews there is an allocated student running the review, and prepare with them beforehand. There could be three allocated students, one to run each section.
- Give students the nine 'See, Judge, Act' questions, which you can find on page 12. It's a good idea to make cards with the questions on them, and hand them out to all the students in your group to keep. The questions will help students get used to the process, and carrying around the cards will give them the sense that the Review of Life is a tool they can use any time and anywhere!
- Encourage students who are running review to briefly introduce and explain each section, particularly when a group is new or when there are new members.
- Encourage the leaders to invite students to ask other questions.
- Be discerning about speaking up yourself. Choose when you think it will be most helpful to say something and make it concise.
- If possible, frame your comment as a question. For example, instead of saying 'Your action is too vague,' say 'Will this action be specific enough for you to keep track of?'
- After the review, reflect with the leaders about how they went, affirm them and share areas where you think they could improve. You could also affirm other students students who have asked good questions or reviewed themselves openly.

TIPS FOR THE SEE SECTION

- Encourage students to:
 - ◊ Approach this section as objectively as they can to notice common experiences to try to get to the root of the problem
 - ◊ Put the situations discussed in the bigger picture of what's going on in society and the world
- At the end of the see section, suggest that leaders ask something like the following: 'Is there anything else we need to ask so we can get the full picture?'

TIPS FOR THE JUDGE SECTION

- Understanding the values and faith level of students in your group will really help you in this section.
- Some other good questions for this section are:
 - ◊ What would Jesus do in this situation?
 - ◊ Can you think of any similar situations from the Gospels? Are there any other stories or teaching from your faith that are relevant?
 - ◊ What would the kingdom of God look like in this situation?
 - ◊ What has this taught you about yourself? What has it taught you about God?
- Complementary formation that familiarizes students with their faith can help them to judge better. This formation could include gospel and other reflections, prayer, catechesis and other faith community activities.

TIPS FOR THE ACT SECTION

- Make sure that students know the WACSS criteria for a good action, and encourage them to check their actions against it.
 - ◊ **Worthwhile** – the action can change what's happening
 - ◊ **Achievable** – the action is not so difficult that it's unrealistic
 - ◊ **Challenging** – the action requires some courage
 - ◊ **Step Forward** – the action works towards a bigger goal
 - ◊ **Specific** – the action needs to be clear and well planned
- Encourage leaders to give space in meetings to follow up and review previous actions.

REVIEWING YOUR OWN LIFE

In reality, we can only learn the Review of Life by doing it. This is true not just for students but for adults themselves. To be most effective as Assistants, it's important that adults regularly review their own lives, so that they understand the process from the inside out, and really witness to the transformation it can bring.

We can't expect from others what we won't do ourselves!

So why don't you:

- Review with other Adult Assistants on a regular basis OR
- Join YCW or another review group

THE NINE QUESTIONS: THE REVIEW OF LIFE



SEE

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)



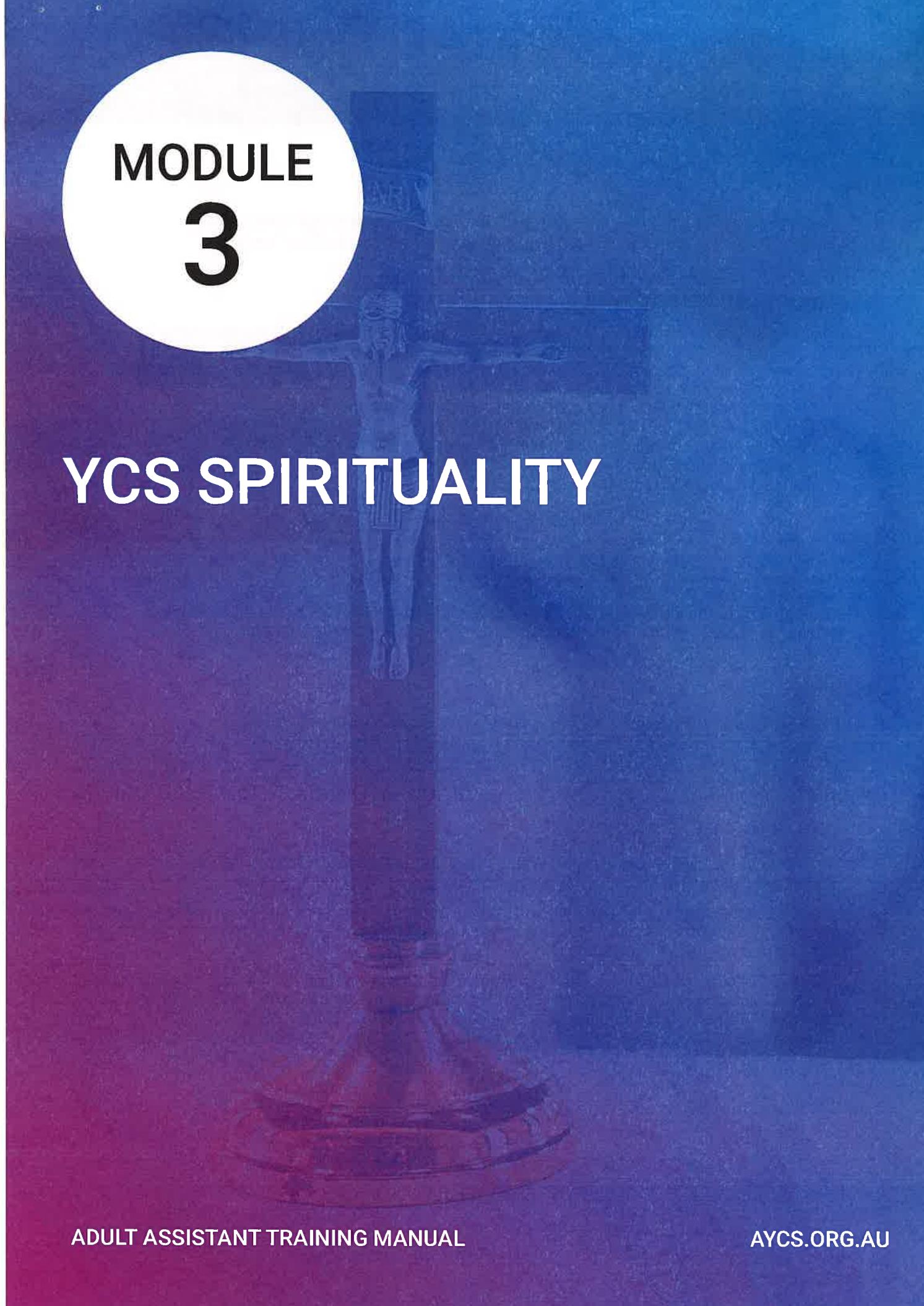
JUDGE

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



ACT

4. What exactly do you want to change or see happen in this situation? (Long term aim)
5. What action could you take this week that would be a worthwhile step towards achieving this change? (Short term action)
6. Who else could you involve in your action?



MODULE 3

YCS SPIRITUALITY

AIM

- To enable Adult Assistants to reflect on the role and importance of spirituality in YCS.
- To equip Adult Assistants to support the spiritual development of YCS students.

INTRODUCTION: REFLECTION

1. Share the following definition of spirituality from former International YCS Chaplain Mike Deeb OP:
'By spirituality we mean the spirit with which we do things, because we believe that it is the way that most enables us to encounter God.... A way of awakening and encountering God's Spirit that is already within each one of us, so that it nourishes our faith and the way we live.'
(Discovering God through Action and Reflection: A Spirituality of IYCS)
2. Ask adults to reflect quietly on the following questions:
 - What values am I unwilling to surrender?
 - What am I willing to give myself and my energies for?
3. Explain that all this has to do with our spirituality.

SEE

4. What is your own experience of spirituality? How do you get in touch with your deepest values? How do you relate to God?
5. Compare this to the students you are in contact with in YCS. Are they aware of the spiritual dimension of YCS? What do they currently do to connect with and deepen their spirituality?

JUDGE

6. Read the following passage from The Young Worker Faces Life, by Joseph Cardijn:

...there is a religious enquiry, but one based on their own life. You do not speak about God, merely for the sake of speaking about God. That might serve seminary students, but not young workers. They need a formation based on life and designed for life.

When I began the YCW and came to speak about prayer to the first leader, I did not ask them for a definition of prayer. I said to them: "I am going to pray with you and in front of you". I knelt down and said: "Lord Jesus, we have spoken about so-and-so; such a thing is not going well; there are difficulties; You must help us." They were surprised....

... leaders should have retreats and days of recollection. Based as they must be on real life, these retreats and days of recollection supernaturalise the lives of the leaders. Through them they discover Our Lord and learn to love our Lord.

[The one...] who conducts the retreat must understand the leaders thoroughly and must adapt himself to them. He must use his insight and judge what must be said, and how it should be said. He must treat them with respect as persons, with due regard for their personality....

7. Now read the following story about a student in the Australian YCS.:

Tahila is 14 years old and has been in YCS for one year. In that year, she says, her spirituality has grown a lot. Through YCS, she says she has come to feel much 'more in touch with God'. YCS spirituality, Tahila says, is about becoming connected to God 'in that you are trying to be a leader like God was' – to live the ways that Jesus lived. Tahila becomes most aware of this when she is helping friends by giving them advice.

Tahila says that it's first and foremost the Review of Life that develops this spirituality for her as student. 'If someone has a problem you say "What does your faith say?" Talking about her beliefs makes Tahila more aware of them and challenges her to act in accordance with them. Praying with her YCS group has also made a difference to Tahila. Students in Tahila's group take turn in leading different types of prayer. She remembers one particularly powerful candlelit prayer that took place in their church at night. 'We were in dark and holding hands and some people started crying. I felt heaps connected. Don't get that in other places. At YCS you're in a group where you're connected to each other because you're all there for YCS.'

Tahila acknowledges the important role that her group's Adult Assistant has played in helping her to deepen her spirituality. He often asks the students to consider what God would do in the situations they discuss. He's also available to answer questions about faith. 'He's really good at God talk,' Tahila says.

Tahila says her Adult Assistant is different from a religion teacher. 'Our religion teacher would read out of a book. But with [our AA] it feels like just a normal conversation. It's not complicated and it's more comfortable.'

Since joining YCS Tahila has begun to go to Church more and has joined other Christian social justice groups, and recently she represented YCS at a big Christian youth festival. While it was definitely something she wouldn't have attended before YCS, she really got a lot out of attending and hearing the personal stories that other Christians shared.

'I feel more connected with God now because I pray more and talk about him more. I went to a Catholic school but I never felt like that.'

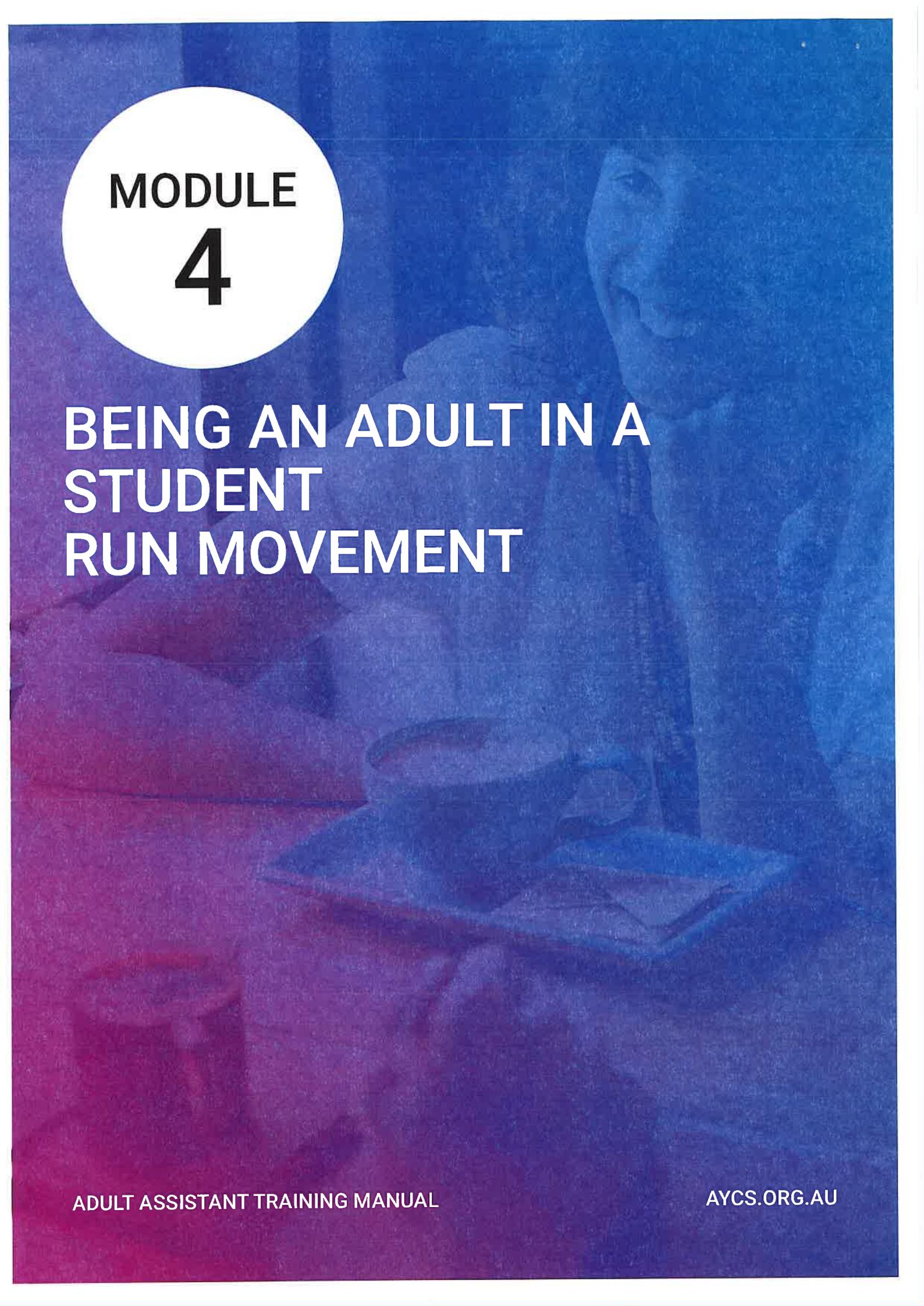
8. Ask each Adult Assistant to come up with 4 words to describe YCS spirituality, based on what they have read and on their own experience. Ask them to share their words.
9. What do you think the role of spirituality should be in YCS?
10. Do you think the Adult Assistants' own spirituality needs to play a part in this? If so, how?

ACT

11. What can you do to better equip yourself to be a spiritual support for your YCS group? What can your diocese to support AAs to do this?
12. How can you support and challenge students to deepen their spirituality through YCS?

PRAYER

Invite everyone to reflect silently on what was discussed today and on our YCS Groups. Encourage people to offer their own prayers and intentions before saying YCS Prayer together (page 30).



MODULE
4

BEING AN ADULT IN A STUDENT RUN MOVEMENT

AIM

- To assist Adult Assistants to better understand and appreciate what it means for YCS to be a student-run movement.
- To help Adult Assistants to understand their role in this context.

SEE

1. Remind people that the role of the Adult Assistant is to support, empower and positively challenge student leaders.
Brainstorm the practical tasks that Adult Assistants do to achieve this.
2. Distribute the handout on page 16 and get the Adult Assistants to read through the section entitled 'The Role of Adult Assistants' to see if they had missed any areas.
3. Ask:
 - What do you find most challenging about being an adult in a student run-movement?
4. If you have a lot of Adult Assistants who are teachers, ask:
 - What is the difference between the role of an Adult Assistant and that of a teacher?

JUDGE

5. Explain that Joseph Cardijn described the Adult Assistants' role as both 'everything and nothing.' Ask:
 - What do you think this means? How are adults 'everything'? How are they 'nothing'?
 - How do you feel about the 'student-run' dimension of YCS?
 - What is significant about high school students running YCS?
6. Read the excerpt from Never Underestimate the Students. Was there anything new here?

ACT

7. How could the YCS group or team you work with be more student-run?
8. What actions can you take towards this?
9. Who can support your actions?

PRAYER

Invite everyone to reflect silently on what was discussed today and on our YCS Groups.
Encourage people to offer their own prayers and intentions before saying YCS Prayer together (page 30).

YCS IS A STUDENT RUN MOVEMENT: THE ROLE OF ADULT ASSISTANTS

The role of the Adult Assistant is to support, empower and positively challenge student leaders. There are two parts to this role:

OUTSIDE YCS GROUP MEETINGS

The main work of an Adult Assistant is behind the scenes and therefore outside the group meeting. The Assistant is actually vital to the formation of leaders and members. They actively form students by:

- Meeting with the key leader/s before the group meeting in order to plan how they will run the meeting. This should include putting together the agenda and should be particularly focused on how they will lead the Review of Life and reflections. If other students were assigned actions for this meeting, ask the leaders to follow them up beforehand.
- Following up with the leader afterwards to review how the group meeting went and how they could improve things. Encourage leaders to reflect on how different students participated as well as on their own efforts as chair.
- Building friendship with the group leaders and members through activities outside the meeting.
- Watching out for who attends YCS meetings. Invite committed members to follow up others and encourage them to come along more regularly.
- Looking out for emerging leaders – students who are willing to take responsibility. Encourage them, and point them out to existing leaders so they can too.
- Keeping parents informed about what is happening with the group.
- Reflecting with leaders more generally about the direction of the group, the impact it is having and what they want to see happen.

DURING YCS GROUP MEETINGS

The Assistant also has a role in the meeting, but it's more of a "backseat role." They need to:

- Attend YCS meetings
- Respect the leaders by allowing them to chair without speaking up too much or interrupting.
- Ask well-placed questions that positively challenge students. Invite them to look deeper and take the next step.
- Supervise
- Assist the leader when and where they need it



MODULE **5**

SAFEGUARDING

AIM

To better equip Adult Assistants to meet their legal and ethical responsibilities as adults working with under 18s.

BEFORE RUNNING THIS SESSION

It is very important that this session includes good, reliable information about the legal and other responsibilities of Adult Assistants. The best way to ensure this is to invite your diocesan Safeguarding Officer if available. Though not absolutely necessary, their involvement means that Adult Assistants can ask questions during the session and get reliable answers straight away.

Before running this session, the facilitator must identify and become familiar with the Child Protection policy that applies to YCS in their area. Make copies of this policy for each Adult Assistant. If this policy is long (more than 3 or 4 pages) you may need to circulate it before the meeting for reading.

Ideally your diocesan YCS should have a Child Protection policy. However where none exists, local groups will be covered by the policies of the diocesan church or school. If your diocesan YCS movement does not have a Child Protection policy now is a good time to create one, either in preparation for or as an action from this session. See AYCS' Guide to Recruiting and Forming Adult Assistants for more info.

INTRODUCTION: CASE STUDIES

1. This is an area of great importance to the movement and the Church as a whole. We are very aware of the pain caused to peoples' lives when proper attention, care, and respect hasn't been shown to children. This module explores how we can ensure child safe environments.
2. Read the following two case studies from the Guide to Recruiting and Forming Adult Assistants:

Case Study 1

Greg was an Adult Assistant for a local YCS group. He was 19 and had a great relationship with a many of the students. Because he was a kind person, they were comfortable sharing with him about their lives.

After a few months, Greg came along to a social event for YCS students. The party was organised by students, with the support of a YCS worker. Twelve students came and Greg was the only other adult present besides the worker. The party was held in a parish hall.

At one point during the party, the worker went outside with a few students. A few minutes later she heard a crash from inside. Some students were throwing a ball inside the hall and they broke a window. After this, YCS wasn't allowed to use the parish hall anymore.

There were a couple of reasons why this situation happened. Greg was a great friend to students but he wasn't confident speaking up when students were doing something that might lead to trouble, and he hadn't been given a chance to get better at this through training and formation. Also, no one explained to Greg his role at that party. He was getting used to being an Adult Assistant for a group, but because the worker was there, and had just invited him to come along like the students, he didn't realise that he was responsible for supervising students. We can't expect Adult Assistants to do something they don't know about!

Case Study 2

Maureen had been an Adult Assistant for a year and a half when she went on a YCS picnic. During the picnic Robbie, one of the boys from YCS, came up to Maureen appearing very worried. Robbie was friends with Anna, who was also in YCS but was not at the picnic. He told Maureen that he had just spoken to Anna, and that she was at home with her dad. Robbie said that Anna's dad had been hitting her, and that they were both really scared that he would hit her that night.

Maureen was really concerned by what Robbie said. She remembered the training she had received about child protection and she explained to Robbie that she couldn't keep this information to herself but had to take action to make sure Anna would be okay. Maureen then spoke to the YCS worker, who called the government hotline for reporting child abuse, and the police because the situation was urgent.

2. Ask:

- What are some of the responsibilities of adults that these stories highlight?
- What might be some other legal and ethical responsibilities that Adult Assistants have?

SEE

3. Distribute the Child Protection policy that covers YCS in your area. Allocate the policy's different sections to each Adult Assistant and ask them to summarise in point form. Invite them to share their summaries with the group.

Make sure your overall summary explains what the policy says about:

- Supervision of students
- Boundaries with students
- Protecting students from harm

4. Is this policy lived out in practice? Why / why not?

JUDGE

5. Read the following quote:

Our aim is to ensure that all communities and organizations within the church are safe and enriching environments for people of all ages, with special concern for children, young people and vulnerable adults. We believe that a commitment to follow the example of Jesus by respecting the dignity of each person will assist us to work together for the protection of all...

From Our Church: a safe community, a shared commitment, an awareness raising program of the Australian Catholic Church, 2007.

6. Why do you think we need to have 'special concern' for children and young people?

7. What does 'follow[ing] the example of Jesus' have to do with this?

ACT

8. What steps can you take to better fulfill the adult responsibilities discussed in this session?

9. As a group, how can you better support adults to fulfill these responsibilities? For example is there need for further training, awareness raising or to create or refine your policy?

10. At the end of this session do you have any lingering questions? How can you address these?

PRAYER

Invite everyone to reflect silently on what was discussed today and on our YCS Groups.

Encourage people to offer their own prayers and intentions before saying YCS Prayer together (page 30).

MODULE
6

RECRUITING ADULT ASSISTANTS

AIM

To encourage Adult Assistants to recruit other adults to the YCS in order to ensure the long term sustainability of the movement.

INTRODUCTION: GROUP ACTIVITY

1. Give everyone a piece of paper and a pen. Ask them to write their answers to these questions:
 - Who invited you to become an Adult Assistant?
 - Why did you decide to become an Adult Assistant?
2. Ask each person to share their answer with the group.
3. Explain that people become Adult Assistants in many ways and for many reasons. Once part of YCS these adults play a very important role in the movement, by supporting students and their action to develop the movement. We must always be looking for new Adult Assistants to support YCS.
4. Distribute the handout, Finding new Adult Assistants, on page 23 and read it together.

SEE

5. Does every YCS group or service in our area have two Adult Assistants?
6. Are there any groups or services that need new Adult Assistants?
7. Are there any other ways in which more adult support could help YCS in our area?

JUDGE

8. Read the passage below:
'After this the Lord appointed seventy-two others and sent them on ahead of him in pairs to every town and place where he himself intended to go. He told them, "The harvest is plentiful, but the workers are few; therefore ask the Lord of the harvest to send out labourers into his harvest.'
(Luke 10:1 – 2)
9. Now read the following quote from Joseph Cardijn:
The task of the Assistant is a magnificent one. It is a difficult, slow task, which demands patience and perseverance in facing disappointment and failure and a readiness to give up a good deal. The Assistant must be the youngest in faith, hope and charity, the youngest in enthusiasm and optimism. All true Assistants will agree that they have been tremendously enriched by the movement; many will admit that it has completely transformed their apostolate and their life.
10. What strikes you from these passages?
11. How do these passages speak to you about involving more Adults in YCS?
12. What should we look for in potential Adult Assistants?

ACT

1. Brainstorm the names of potential Adult Assistants or places you might find them.. These could include: personal contacts of existing Adult Assistants, students and workers; ex-members; parish, school and university communities.
2. How can we invite these people to be involved? Who will do this?

PRAYER

Invite everyone to reflect silently on what was discussed today and on our YCS Groups.
Encourage people to offer their own prayers and intentions before saying YCS Prayer together (page 30).

FINDING NEW ADULT ASSISTANTS

WHAT CALLS A PERSON TO BE AN ADULT ASSISTANT?

People involved in YCS have commented on their desire to help, to be active, to work with young people and to make things right.

These people may have experience working with students or with youth or social justice groups in the past. There is also a chance they may have friends or family who are involved in similar activities.

WHERE DO WE FIND THESE PEOPLE?

People interested in these areas can be found in a variety of places, for example:

- The community of the school where YCS meets. This includes teachers and campus ministers, but also other staff, like the school drama Assistant, as well as parents and ex-students.
- Among past YCS members. Often they are keen to be involved with YCS after they finish school but aren't sure how. Becoming an Adult Assistant is one way they can do this.
- Universities, TAFEs and colleges. These often have social justice or religious groups whose members may have some interest in supporting YCS. Campus Ministers or Student Associations may be able to help you in contacting people who might be interested or who could help you.
- Family members or friends of current YCS members. Be aware though that many students are uncomfortable doing the Review of Life with their parents. In a larger group you can get around this by having two Adult Assistants and breaking up into two groups to review, with the parent and child in separate groups.
- You might also find people interested in YCS through parish communities, religious orders, or community youth services.

INVITING ADULTS TO GET INVOLVED

There are many ways to invite people. Often you will need to try a combination of things. The important thing is to be persistent – don't be put off if your first invitations aren't successful. Personal invitations work best. Ask current Adult Assistants, workers, students or other contacts whether they know someone who they could personally invite. If they are enjoying being part of YCS, who could they share this experience with? You can also place notices or advertisements in parish or school bulletins, diocesan newsletters and on university email lists. In advertisements, keep the information brief and make sure you clearly state a name and contact details.

YCS brochures like *What is YCS?* may be a good starting point for people considering becoming involved. You can also invite them to a diocesan meeting, information night or social gathering.