

Gallup Student Poll

Let's create *Hope* for the future of Australian and New Zealand kids.

Hope — the ideas and energy for the future — is one of the most potent predictors of success for our youth.

<p>Future</p> <p>Help children to set goals for the future.</p>	<p><u>INVEST:</u></p> <ul style="list-style-type: none"> • Be available and be an active, empathetic listener so you know what the child really wants. • Help the child select several goals that are of interest to them. Multiple goals will enable the child to turn to other goals when they face profound barriers to one goal. • Help the child make stretch goals by building on their strengths and past performance. 	<p><u>AVOID ...</u></p> <ul style="list-style-type: none"> • Assuming children know their strengths and can learn to identify goals without coaching. • Pushing the child to extremely difficult goals. • Taking over. You should let the child make the decision about a goal whenever possible.
<p>Ideas</p> <p>Help children think about how they can reach those goals.</p>	<p><u>INVEST:</u></p> <ul style="list-style-type: none"> • Help the child break down large goals into smaller steps. • Help the child find alternate routes using their natural strengths when barriers occur. • Share a story about how you overcame barriers in a similar situation. 	<p><u>AVOID ...</u></p> <ul style="list-style-type: none"> • Minimising the child's concerns about something they have not learned. Instead, offer assistance and help the child combine talents with new skills. • Allowing the child to quickly give up and conclude there is no pathway available for reaching a goal. • Doing it all yourself. Instead, help the child brainstorm and find pathways on their own.
<p>Energy</p> <p>Provide support, motivation and success experiences.</p>	<p><u>INVEST:</u></p> <ul style="list-style-type: none"> • Help the child learn to talk in positive voices (e.g., "I can ..." and "I'll keep at it"). • Help the child recall previous successful pursuits. • Tell success stories and examples about how similar children have overcome adversity. 	<p><u>AVOID ...</u></p> <ul style="list-style-type: none"> • Assuming the child knows that you are aware and proud of their goal-directed successes. • Dwelling on weaknesses or failures. We are always stronger when we have our successes clearly in mind. • Committing the child to too many activities.

Hope

This is what I will do:

Hope is malleable. Research suggests children can create more hope with the use of simple strategies and the support of a caring adult.

Parents and Other Caregivers	<p><u>TO CREATE HOPE:</u></p> <ul style="list-style-type: none">• Talk to your child about the future (“possibilities”).• Make your child’s goal(s) a regular topic of conversation.• Help your child develop the ideas and energy needed to make their goal a reality.	<p><u>TRY THESE CONVERSATION STARTERS:</u></p> <ul style="list-style-type: none">• “What are your hopes and wishes for the future?”• “What do you need to get where you want to go?”
Teachers and Advisers	<p><u>TO CREATE HOPE:</u></p> <ul style="list-style-type: none">• Help students develop numerous ways to overcome obstacles and get good grades.• Create a classroom atmosphere where students are more concerned with expending effort and mastering the learning rather than a sole focus on obtaining good outcomes.	<p><u>TRY THIS CLASSROOM ACTIVITY:</u></p> <ul style="list-style-type: none">• Students get stuck when real and perceived obstacles block academic goals. Ask students about the big obstacles to getting a good grade on an assignment or test. Encourage students to help each other overcome the personal and situational obstacles.
Business and Community Leaders	<p><u>TO CREATE HOPE:</u></p> <ul style="list-style-type: none">• Help young people make connections between doing well in school and getting a good job. Demystify the steps for making good career decisions.	<p><u>JUST ONE SMALL ACT:</u></p> <ul style="list-style-type: none">• Show and tell a young person how sound education and decision-making are related to landing a good job.
Principals	<p><u>TO CREATE HOPE:</u></p> <ul style="list-style-type: none">• Conduct a barrier analysis with teachers and students to identify the biggest obstacles to students making good grades.	<p><u>LEADERSHIP AND POLICY IMPLICATION:</u></p> <ul style="list-style-type: none">• Eliminate the barriers to student achievement. Start with small obstacles and work towards necessary policy changes.
Youth Counselors and Mentors	<p><u>TO CREATE HOPE:</u></p> <ul style="list-style-type: none">• Provide at least one mentor to each student through your programme or another partner programme in the community.	<p><u>PROGRAMME IMPLICATION:</u></p> <ul style="list-style-type: none">• After-school programmes in one community can align with other programmes and provide higher-quality wrap-around services for students by strategically linking to one another and ensuring that resources (i.e., mentoring) are maximised.