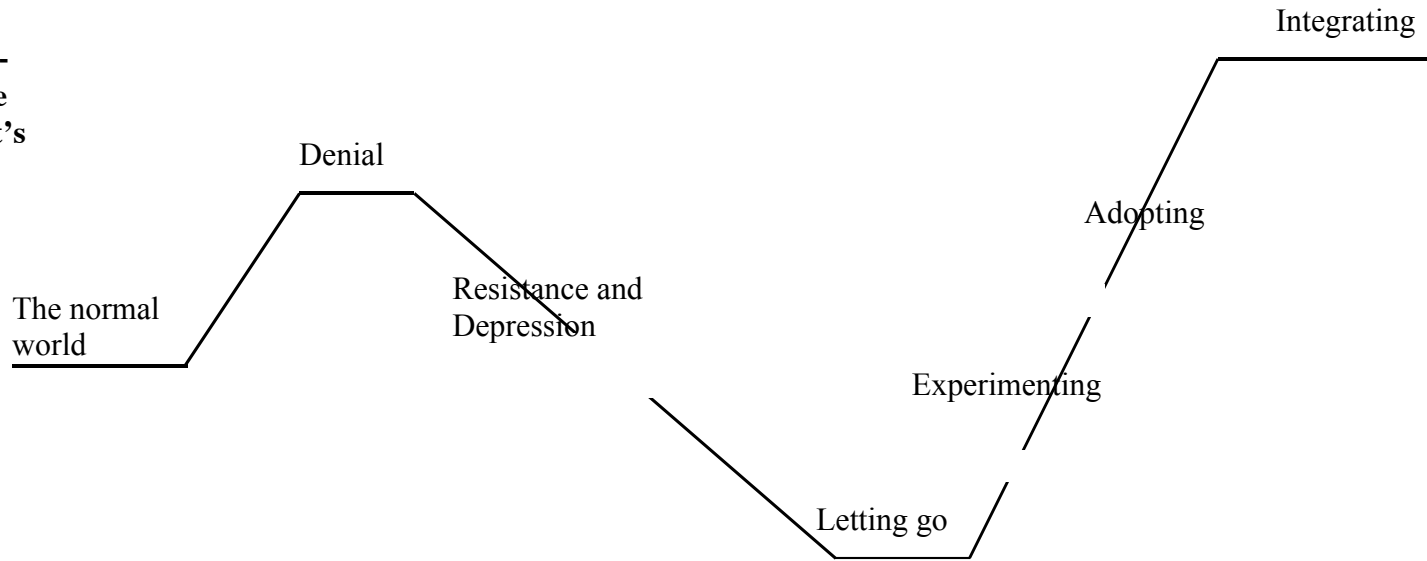


# Diagram 1: An Integrated Model for Understanding Youth Transition

**The Kubler-Ross change curve and it's stages**



<b>The Stages of the Heroes Journey</b>	The ordinary world The call to adventure Refusal of the call	Meeting the mentor Crossing the threshold Tests, allies and enemies	The ordeal The road back	Crossing the threshold The quest and finding the treasure Return with the treasure Celebration
<b>Agency Theory</b>	They determine you	You reject the established order	You create your own authentic self	You re-invent the established order You return and influence the established order

**Table 1: An illustration of the hero's journey applied the diagnosis of youth transition and possible character of educational intervention.**

**Campbell's Stages  
Of the Hero's Journey**

**A brief explanation of the stage**

**Possible diagnosis and intervention**

<b>The ordinary world</b>		
<b>The call to adventure</b>	The conventional world of order, stability and routine and the place for which heroic deeds are done.	Strong social networks maintain young people preventing progression or social mobility. Beyond the established hurdles of progress in formal schooling the classic educational response has been the broadening of horizons through residential experiences, new activities, new roles, work experience, exchanges, etc.
<b>The refusal of the call</b>	The realisation, whether from within or from elsewhere, that change is coming to you.	Resisting or looking forward to future options for development. Denial or resistance if educational or social experiences have been 'violent' failing to provide a clear path forward.
<b>Meeting the mentor</b>	At first the hero is reluctant to risk the comfort of the ordinary and argues for no change.	The desire to resist growing up or to simply to reproduce the past traditions of family and community uncritically.
<b>Crossing the threshold</b>	At times of new possibilities the mentor is someone who is skilled in making the journey and can help you in yours.	New adults encountered through social or professional situations who provide role models or treat the young person in a more adult way taking the young person seriously and listening to their stories.
<b>Tests, allies and enemies</b>	The point of commitment when the hero enters the ambiguous world of uncertainty and new dreams. The threshold is often guarded so that the hero has to show resolve.	The move to college, work, gap year or informal educational programme. Some 'jump' while others are 'pushed'. Building new social networks involving increased agency on the part of the young person.
	The new world appears chaotic and the hero is clumsy making many mistakes. At the same time allies and enemies reveal themselves.	Trying out new relationships, roles and identities. Exploring values. Developing new knowledge and skills based on personal experience. Typical interventions at this stage might include programmes that aim to develop performance or social skills. They may also include tests

<p><b>The ordeal</b></p>	<p>At some point all may seem hopeless but the hero's resolve at last gives the dream vision and passion. The quest is on!</p>	<p>such as self-reliant journeys and public performances. Less formally this might involve resisting giving up eg returning to a gang or an anti-social behaviour.</p> <p>Travelling alone, retreats or the solo part of an outdoor programme. It may also be simply feeling alone through for example the break up of a relationship or moving to a new town.</p>
<p><b>The road back</b></p>	<p>The temptation to stay in the adventure can be strong. The hero may still have to demonstrate talent and standards to earn the passage home.</p>	<p>Skills and knowledge are applied to the achieving of a self-determined goal such as a major project, perhaps a leadership role or expedition.</p>
<p><b>The treasure</b></p>	<p>Symbolised in all kinds of ways the quest reveals some truth, strength or talent that will prove crucial on the return.</p>	<p>Personal and social development outcomes, a healthy personal narrative, a clear sense of values, identity and purpose. Reviews, evaluations.</p>
<p><b>Crossing the threshold</b></p>	<p>The step back into the ordinary world as someone forever different and with new capabilities.</p>	<p>Taking on an adult role unsupported by the programme.</p>
<p><b>Return with the treasure</b></p>	<p>The insight gained on the journey now finds its real value when applied to the problems of the ordinary world.</p>	<p>The benefits of the programme recognised by an employer or within social networks, family or partners.</p>
<p><b>Celebration</b></p>	<p>A celebration of a safe return, the recognition of the gift and accepting the new role for the hero in the community.</p>	<p>A public/social event that recognises what has been achieved and what the young person has to give as an adult. Effort made by the community to create the opportunity for which the person is suited.</p>

**Table 2: An illustration of the hero's journey as an outdoor adventure programme.**

<b>Campbell's Stages Of the Hero's Journey</b>	<b>A brief explanation of the stage</b>	<b>The outdoor programme compared with Campbell's stages</b>
<b>The ordinary world</b>	The conventional world of order, stability and routine and the place for which heroic deeds are done.	Work. The training course of which this was a part. The rural landscape and hostel accommodation of the programme's base.
<b>The call to adventure</b>	The realisation, whether from within or from elsewhere, that change is coming to you.	The invitation to explore the hero's journey through an adventure on the coastal cliffs.
<b>The refusal of the call</b>	At first the hero is reluctant to risk the comfort of the ordinary and argues for no change.	Feelings of uncertainty and doubt about participation. Questions seeking clarification and re-assurance. Asking for 'an opt' out clause.
<b>Meeting the mentor</b>	At times of new possibilities the mentor is someone who is skilled in making the journey and can help you in yours.	The staff took different roles including the storyteller or interpreter of the journey and the guide to the cliffs, the mentor. The seals watching offered another kind of mentor.
<b>Crossing the threshold</b>	The point of commitment when the hero enters the ambiguous world of uncertainty and new dreams. The threshold is often guarded so that the hero has to show resolve.	Dropping down onto the cliff base. Losing sight of the rural landscape. Passing through a natural sea arch onto the coastline.
<b>Tests, allies and enemies</b>	The new world appears chaotic and the hero is clumsy making many mistakes. At the same time allies and enemies reveal themselves.	Cliffs, rocks, sea, weather, wildlife and tide. Sand sculptures of the things to leave behind washed away by the tide. Learning to use special gear. Activities to build trust and develop spotting skills. A traverse to test these skills. "Caught" by the tide and challenged to find an escape.
<b>The ordeal</b>	At some point all may seem hopeless but the hero's resolve at last gives the dream vision and passion. The quest is on!	Next day's descent by abseil into a new coastline. Traversing, abseiling and climbing to find a hidden cave.

<b>The road back</b>	The temptation to stay in the adventure can be strong. The hero may still have to demonstrate talent and standards to earn the passage home.	Finding a way to the destination cave even though it is a tougher journey than before. Applying the new skills effectively.
<b>The treasure</b>	Symbolised in all kinds of ways the quest reveals some truth, strength or talent that will prove crucial on the return.	Entering the cave and finding seal pups. Taking part in meditative activities to support reflection on insights.
<b>Crossing the threshold</b>	The step back into the ordinary world as someone forever different and with new capabilities.	Returning to the hostel and having an ordinary meal.
<b>Return with the treasure</b>	The insight gained on the journey now finds its real value when applied to the problems of the ordinary world.	Sharing, where appropriate, the insights from the cave. Locating these in narratives of family and work. Celebrating with sparkling wine.
<b>Celebration</b>	A celebration of a safe return, the recognition of the gift and accepting the new role for the hero in the community.	A recognition amongst those involved and with other colleagues and family not involved of the outcomes and consequences of the experience.