

FINAL REPORT OCTOBER 2017



Looking Closely at Nature, September 2015 (EMRC)

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1.0 EXECUTIVE SUMMARY

The Eastern Metropolitan Regional Council (EMRC) received \$53,155 in co-funding from Lotterywest for the Bush Skills 4 Youth (BS4Y) regional environmental citizenship program for children and youth. The two year pilot program was implemented across all six EMRC member Councils; Town of Bassendean, City of Bayswater, City of Belmont, City of Kalamunda, Shire of Mundaring and City of Swan.

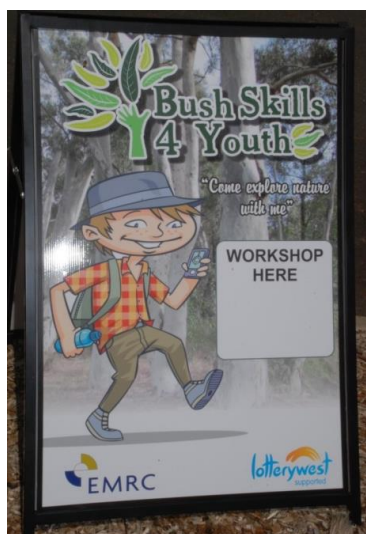
The goals of the program were to provide youth in Perth's Eastern Region with:

- Opportunities to develop an awareness and appreciation of their local natural environment;
- Develop skills on how to preserve it; and
- Aspirations to become environmental stewards into the future.

The BS4Y program delivered workshops in schools, for community youth groups and during school holidays located at nature reserves throughout Perth's Eastern Region. During the two years, the pilot program delivered 79 workshops and consultation meetings to young people aged 7 – 17. Participants numbered 2,172 young people and 420 adults. Funds from Lotterywest enabled the employment of a specialist engagement officer with a background in teaching to develop, promote and deliver the program, purchase of workshop materials, engagement of expert presenters for some workshops and an independent evaluation of the pilot program.

The evaluation was undertaken by an independent consultant, Ecochange Consulting, who found that the pilot exceeded all milestones and met all goals and objectives.

BS4Y was developed in response to member Council priorities for community education and engagement to support environmental stewardship and has been one of the EMRC's most successful initiatives in recent years. A report to the EMRC's Council in December 2017 identified that due to the interest in the BS4Y, it was included in the successful State NRM Community Capability Grant which will provide funding until end of December 2018.



Bush Skills 4 Youth sign



Where Eagles Soar Workshop, April 2016 (EMRC)

2.0 INTRODUCTION

The Eastern Metropolitan Regional Council (EMRC) is a progressive and innovative regional local government working on behalf of six member Councils located in Perth's Eastern Region: Town of Bassendean, City of Bayswater, City of Belmont, City of Kalamunda, Shire of Mundaring and City of Swan. Together these councils constitute around one third of the area of metropolitan Perth and have a population in excess of 360,000 people. Providing services in waste management, environmental management, and regional development, the EMRC is a model of successful collaboration, initiating projects which deliver real benefits to the region.

The EMRC's 10 Year Strategic Plan – EMRC 2022, sets in place a vision for the organisation 'to be a responsive and innovative leader in assisting Perth's Eastern Region to be a great place to live, work, play and do business.' With its focus on environmental sustainability the EMRC aims to deliver a range of environmental services that enables the Region and member councils to meet their responsibilities and community expectations for sustainable and adaptive environmental initiatives, and to maintain and enhance the natural assets of the region.

The EMRC received \$53,155 in co-funding from Lotterywest for the BS4Y environmental citizenship program for children and youth. The two year pilot program was implemented across all six EMRC member Councils. Lotterywest and the EMRC provided funding for the development of the BS4Y program, promotion and delivery of the workshops, workshop materials and presenters.

3.0 BACKGROUND

In 2010, the EMRC developed a Regional Youth and Education Discussion Paper to better clarify the EMRC's role with regard to youth activities in Perth's Eastern Region. The Discussion Paper identified 5 key focus areas for consideration:

- Youth capacity building and leadership;
- Regional collaboration;
- Youth in environmental management;
- Creative and engaged youth; and
- Supporting youth.

The Discussion Paper also identified the need to recruit new volunteers and community members, particularly those from the younger generations, as there was concern about the increasing age of volunteers in the conservation of the natural environment.

In 2013, the EMRC commissioned a Regional Youth Futures Report that highlighted emerging opportunities, for both young people and the workers in youth focused agencies, building upon strengths already evident in Perth's Eastern Region. Consultation as part of the report highlighted that the most successful volunteering experiences for young people are those that are led by young people. If youth are engaged at the development stage of a program, they will develop an ownership over the program, be more likely to get involved and be more likely to learn and develop leadership skills to make valuable contributions to their communities into the future. The report identified the opportunity to build upon the

EMRC's highly successful Bush Skills for the Hills program to provide workshops specifically for young people to foster their interest in local bushland conservation. This also paved the way to develop environmental skills in potential future volunteers needed to sustain the local catchment groups and 'friends of' groups supported by the EMRC as the current ageing volunteers move on.

The EMRC has supported member Councils and stakeholders to achieve environmental outcomes since 1993, including the development of major regional strategies relating to broader catchment issues and priorities such as the:

- Regional Environment Strategy 2011-2016 - which identifies the need for a Bush Skills for Youth Program (Project 3.6.1);
- Regional Environment Strategy 2016-2020 - which identifies the need to continue facilitating youth in environmental conservation (Strategic Objective 6.6); and the
- Eastern Hills Catchment Management Program including Eastern Catchment Management Plan and Individual Catchment Group Action Plans - the Eastern Catchment Management Plan identifies the need to improve linkages with the community and schools (Strategy 4).

Consultation with member Councils and key stakeholder groups has underpinned the above strategies and identified a range of issues and priorities including:

- Education and engagement of the community;
- Volunteer management and recruitment;
- Protection of bushland and biodiversity; and
- Protection of waterways and management of foreshore erosion.

The EMRC developed the BS4Y pilot program to investigate ways to attract and engage young people in learning about the natural environment and supporting environmental management activities in Perth's Eastern Region. The program also provides leadership opportunities and a chance to be engaged within their local community.

In January 2015, the BS4Y program commenced with the appointment of a Youth Environmental Education Officer with specific skills and experience in teaching. During the first year, the program focused on nature workshops for children aged 8 – 12 years in primary schools and during school holidays. In the second year of the pilot, workshops for youth aged 12 – 16 were added.

4.0 VISION

Provide youth in Perth's Eastern Region with the opportunity to develop an awareness and appreciation of their local natural environment; develop skills on how to preserve it and become environmental stewards into the future.

5.0 OBJECTIVES

The BS4Y pilot program aimed to deliver a series of nature workshops in Perth's Eastern Region for youth between the ages of 8 and 16 that will take place during school hours and on school holidays.

Desired objectives:

- Raise awareness in youth about the importance of conserving the natural environment
- Provide opportunities for youth to develop knowledge and skills to care for the natural environment
- Raise awareness about environmental volunteer groups and their importance
- Provide positive opportunities for participants to help volunteer groups in undertaking environmental activities
- Provide the participants with the natural resource management skills to help protect the environment into the future
- Provide leadership and networking opportunities for youth with interests in the natural environment
- Consult with young people about their attitude towards the natural environment and the types of activities they would engage in.

Long term objectives:

- Improve connection to and knowledge about the natural environment amongst youth so they are more likely to become environmental stewards into the future
- Youth will be more skilled and aware of environmental issues and can then influence others in the community
- Reduced vandalism in local bushland areas
- Increase in the number of volunteers working on local environmental projects
- Increase conservation of bushland areas and reserves in Perth's Eastern Region.



Healthy Creek workshop, July 2015 (EMRC)

6.0 ACTIVITIES

In the first year, 2015, the workshops targeted children aged 8 – 12. At the same time, youth aged 12 – 16 were engaged in planning the program for the second year, through a number of consultation meetings. Workshops designed for young people aged 8 – 16 were delivered in 2016. Through the EMRC's partnerships with the six member Councils, relationships with community, youth and environment officers were able to be established early in the project timeframe to enable promotion of workshop ideas.

A total of fourteen school and seven holiday workshops were delivered in 2015. In 2016, a total of five school, seven holiday and fifteen community workshops were delivered.

SCHOOLS WORKSHOPS

Initially the BS4Y workshops were aimed at students aged 8 to 12 (in years 3 to 6) in primary schools. The program was promoted to schools throughout the EMRC's six member Councils with the aim of delivering at least one school workshop in each local government area.

Workshops that engaged students, and teachers, in exploring natural places were offered. Groups were taken into the closest bushland, which was often a patch of remnant bush on the school grounds, and guided in their exploration. The main aim was to connect them with nature and engage them in discovering the biodiversity and value of the bush. For teachers, the activity modelled ways that they could make use of the bushland as an outdoor classroom and link the activities to learning outcomes in the school curriculum.

Four different approaches for schools were delivered:

1. One off workshops which aimed to introduce the class/es to nature in the school grounds;
2. A series of three or four workshops, each with a different focus such as plants, birds, insects, flowers in season, Noongar seasons and weeds;
3. An environmental citizenship and leadership workshop where students audited their bushland area and made plans to improve the natural values and/or the way the school used the area; and
4. In one network of five schools, students were selected to participate in bushwalk activities in reserves in each school area.

The program delivered at each school was tailored to suit their specific needs. The skills of observation, plant and animal identification, monitoring methods and identifying hazards were covered along with concepts about ecology and biodiversity, impacts and threats to species and natural environments, safety, conservation and environmental citizenship. With the focus on engaging primary schools in the first year the aim was to focus on secondary schools targeting students aged 12 – 16 in the second year. Consultation with young people, youth officers and secondary school teachers during 2015 indicated that uptake of the program by secondary schools would be lower than in primary schools and this proved to be valid. In 2016, workshops were delivered in four primary schools and only one in a secondary school.

Promoting BS4Y to schools was time-consuming with a comparatively low number of schools engaged compared with the time spent in communicating with them. Throughout the pilot period, information about the program was emailed to schools in each of the local government areas. In addition, the BS4Y attended City of Belmont and Shire of Mundaring regular information sessions for principals where organisations were invited to present programs suitable for schools. Following the BS4Y presentations, one school in the City of Belmont and six in the Shire of Mundaring expressed interest. Workshops were conducted in three of these schools in 2015 and in three others in 2016.

Promotion through Sustainable Schools WA resulted in workshops in the Shire of Mundaring, City of Bayswater and City of Swan. In the City of Kalamunda, the program was promoted via the council's website, word of mouth and through targeting specific schools with bush areas close by. Of the eight schools that expressed interest and engaged through planning meetings and phone calls, one workshop eventuated in this area. A partnership with the EMRC's Waste Education program was also trialled. Bush Skills 4 Youth workshops were offered alongside the waste workshops with five primary and one secondary school participating in 2016.



Midland Cluster at Talbot Road Bushland, Stratton, May 2015 (EMRC)

HOLIDAY WORKSHOPS

Workshops for 8 to 12 year olds were delivered during the school holidays. Located in local bushland reserves the activities focused on specific aspects of nature including leaf litter invertebrates, healthy creek ecosystems, reptiles and wildflower identification.

These workshops were promoted widely in the community through the EMRC and member Council websites, newspapers, flyers at schools and on community notice boards and through word of mouth. Word of mouth and social media proved to be the most effective methods of promoting workshops.

Initially one workshop was planned for each school holiday period but when registration numbers exceeded the places available for the April workshop a second one was added. Two workshops were offered in both the July and October school holidays. All workshop places were filled.

In October 2015, all participants who had attended holiday workshops were surveyed. Responses indicated that the participant families were looking for more BS4Y workshops. Coupled with the findings from consultation with youth, it was decided to continue the holiday workshops for the 8 – 12 age group in 2016 and collect more information about the effectiveness of these workshops in meeting the BS4Y vision and aims.

In 2016, BS4Y also delivered holiday workshops for the 12 – 16 age group in addition to those for younger children. All workshops places were filled and feedback from participants showed that offering workshop content appropriate to each age group was appreciated.

COMMUNITY WORKSHOPS

In 2016, workshops for various community groups were trialled. These included youth groups, YMCA, Scouts and Guides and homeschool groups. Consultation with Youth Officers and youth groups in the six member Councils during 2015 was key to the development of workshops for the 12 – 16 age group.

Located in bushland reserves local to the community group involved, the activities focused on specific aspects of nature conservation including litter removal, plant identification, weed identification and removal, bush rehabilitation and bush walking.

These workshops were promoted directly through the community groups involved, as well as through social media and word of mouth.

The record of media releases and advertising is in Appendix 1.



Tiny creatures discovered using iScopes, 2015 (EMRC)

7.0 CHALLENGES

During the two year pilot program, it was found that there were some challenges in engaging with schools. Key issues identified included:

- Activities that connect children with nature are not part of everyday routines in school. When outdoors the students play on paved or grassed areas or on playground equipment.
- In schools that do have remnant bush the area is rarely visited; classes don't go there and it is out of bounds during breaks.
- Some bush areas have a running trail through them for long distance runs.
- The idea of using the bush as an important learning resource is foreign.
- Even if the local bushland area is valued, there is very little knowledge about the plants and habitat value.
- Schools need external help to begin connecting with the natural environment.

Schools have prescriptive and packed curriculums with an emphasis on Literacy and Numeracy. Although the BS4Y program delivered workshops that met curriculum outcomes in the Geography, Science, Sustainability and Indigenous Culture areas, promoting the program to schools in a way that showed them how it would fit into their busy curriculum was challenging. In an effort to reach more schools, BS4Y partnered with the EMRC's Waste Education program to introduce schools to BS4Y activities.

8.0 OUTCOMES

The BS4Y pilot program met all of the objectives and the vision was embedded in every workshop. Constant monitoring and collection of targeted feedback ensured that the program developed in strategic ways and a variety of promotion and delivery ideas were trialled.

Schools that engaged in the program found that it met curriculum outcomes and the feedback received was positive. Having an experienced teacher delivering the project enabled the contact with schools to be delivered and evaluated in ways that would not have been possible without understanding how schools work. Time spent in developing relationships with schools and promoting the benefits of the program over the two years of the pilot resulted in strong foundations for the longevity of the program. Programs with several schools in the Shire of Mundaring and City of Kalamunda are continuing, including a project at Helena Valley Primary School involving collaboration between community groups, a property developer and the school in developing revegetation projects in local bushland areas. Word of mouth and promotion through Sustainable Schools WA has seen interest from new schools increase.

Holiday, weekend and after school workshops during the two-year pilot program were delivered in many different reserves, parks and national parks throughout Perth's Eastern region. The benefit of varying the locations was that participants became aware of new places where they could take their families or youth groups. An additional benefit for the natural environment is that the more people who know about and visit a special natural area the more they value it.

Engaging with youth aged 12 – 16 proved to be most effective through community groups such as Scouts, Guides, YMCA and Council youth groups. Workshops that presented them with opportunities to learn skills and take action to address environmental issues were the most successful.

Numbers registering for the holiday programs exceeded expectations. Homeschool families were enthusiastic in their participation with 40 – 50 % of participants in holiday workshops coming from homeschool families drawn to the program because it offered learning opportunities that fitted the curriculum and also because parents considered that learning in nature was important. Requests for BS4Y to provide workshops for homeschool groups during the term increased over the two years.

OVERALL NUMBERS

In the initial plan, the program was to deliver 24 workshops over two years, but it became apparent that more workshops would be needed to deliver the most effective program to meet all of the aims and objectives.

Over two years, the pilot program delivered 79 workshops and consultation meetings to young people aged 7 – 17. Participants numbered 2,172 young people and 420 adults. Activities were delivered in all six of the EMRC's member Councils.

By the end of 2016, the BS4Y email list of families and organisations was more than 80 recipients with the sharing of events by participants on social media quite common.

FEEDBACK FROM PARTICIPANTS

Youth participants were asked via surveys and group consultation about their connection with and experiences in the bush environment. Sentiments such as these were common:

“This generation knows more about global environmental issues but is less in touch with natural places that any other generation.” Year 11 girl.

“If you want people like us to care about the environment you need to make sure we have experienced playing in the bush as young children. Year 9 boy.

When asked about the kinds of activities that they would participate in, the ideas suggested by participants included hiking, orienteering, bush survival skills, plant identification and bush care and conservation actions. Workshops relating to all of these suggestions were developed and offered in 2016.



EVALUATION

The Lotterywest grant included funds for an independent evaluation to be conducted. This proved to be an excellent strategy with an excellent consultant (Ecochange Consulting) engaged. They were very experienced in working with environmental organisations and working with youth. Ecochange specified methods for monitoring the program objectives and developed a plan to collect data at appropriate times. Ecochange was also actively involved in the development of promotion and marketing ideas that suited the target groups. The focus on evaluation from the beginning of the program ensured that appropriate data was collected and that participant feedback at workshops was used to plan future directions for the program.

The final evaluation report comprehensively assesses all aspects of the BS4Y pilot program and provides detailed information about workshop statistics and feedback from participants. The Executive Summary of the evaluation report is in Appendix 2, with a map of workshop participation across the EMRC area in Appendix 3.

9.0 THE BUSH SKILLS 4 YOUTH MODEL

BS4Y is a youth environmental citizenship program for councils that focuses on connecting young people with natural areas in their local community and enabling them to develop the skills and knowledge to care for those areas.

The BS4Y model has been developed to be used by local government authorities to establish similar programs. The model is strong on connecting and networking with a range of organisations, local governments and youth groups as well as tapping into existing resources and volunteer groups. A key aspect for the success of the program is consultation with young people and the development of a “brains trust” drawn from local knowledge and experience.

Extensive planning for the delivery of education workshops, keeping stakeholders informed and the energy put into keeping the momentum going are other key aspects to the success of the BS4Y program.

The step by step model developed for the program is in Appendix 4.



iScopes in action, 2016 (EMRC)

10.0 CONCLUSION AND NEXT STEPS

The BS4Y pilot program has addressed a need in the community as supported by the independent evaluation.

The two year pilot program funded by Lotterywest and the EMRC successfully engaged young people throughout Perth's Eastern Region in activities that provided opportunities for them to develop an awareness and appreciation of their local natural environment; develop skills on how to preserve it and become environmental stewards into the future.

The program was of benefit to:

- Families who spend time at parks and reserves and now have a better understanding and are more observant of nature;
- Young people and the adults who work with them who lack knowledge and connection with nature and are now better equipped;
- Youth Officers, Scout and Guide leaders who welcomed the resources offered by BS4Y;
- Schools that are developing nature areas and need BS4Y to facilitate / coordinate projects;
- Teachers who are not familiar with the natural environment and need encouragement to learn and access to resources;
- Friends groups that are being connected with schools, families and youth groups to enable partnerships to develop for the long term care of bush areas; and
- Local governments:
 - As it creates opportunities to connect young people with natural areas in their neighbourhood;
 - As having a program dedicated to improving the knowledge that young people and families have about the local bush is an important factor in the conservation of natural bush areas; and
 - As behaviours learnt in childhood are often taken into adulthood, developing environmental skills in children and youth will support the development of environmental stewards into the future.

The program received a certificate of commendation in the Nature Play category in the 2016 Children's Environment and Health Local Government Report Card Project by the Public Health Advocacy Institute of Western Australia.

BS4Y was developed in response to member Council priorities for community education and engagement to support environmental stewardship and has been one of the EMRC's most successful initiatives in recent years. A report to the EMRC's Council in December 2017 identified that due to the interest in the BS4Y program, it was included in the successful State NRM Community Capability Grant which will provide funding until the end of December 2018.

The EMRC will be seeking the support of its member Councils to fund this program into the future through its Regional Services Funding Summary 2018/2019.

APPENDIX 1

MEDIA RELEASES, ARTICLES AND ADVERTISING

EMRC Bush Skills 4 Youth Program LOTTERYWEST GRANT 11007813 / 421004863		
MEDIA RELEASES, ARTICLES AND ADVERTISING		
<i>Requirement</i>	<i>Item</i>	<i>EMRC reference number</i>
A minimum of 4 media releases	Media release BS4Y Get Kids Back to Nature	D2015/07191
	Media Clipping Kids Learn Bush Skills	D2015/12817
	Media Release Where Eagles Soar	D2016/05862
	Media release Celebrating Nature	D2016/16566
	Local Children Lead Environmental Workshop	D2016/14075
	EMRC recognised for Youth Activities	D2016/17999
	Praise for BS4Y program	D2017/13184
Articles published in the EMRC's newsletters	Greenpage newsletter February - March 2015	D2015/03124
	Greenpage newsletter August - September 2015	D2015/13802
	Greenpage newsletter December 2015 - January 2016	D2015/19738
	Greenpage newsletter June - July 2016	D2016/08634
	Greenpage newsletter October - November 2016	D2016/14363
	Greenpage newsletter December 2016 - January 2017	D2017/00141
	Greenpage newsletter February - March 2017	D2017/01699
	Greenpage newsletter June - July 2017	D2017/09020
	Greenpage newsletter August - September 2017	D2017/12476
Articles published in Chidlow Chatter	2015 June and December Editions	D2016/07785
	2016 May, July, August, November and December Editions	D2016/10720
		D2017/00215
		D2017/00214
Advertising	Chidlow Chatter March 2015, September 2015, March 2016	D2016/07784
	Greenpage newsletter June - July 2015	D2015/11381
	Greenpage newsletter February - March 2016	D2016/02494
	EMRC website	
	Schools Out Australia website	
	Perth Tourism website	
Word of mouth workshop information was shared on Facebook by participants		
All documents are available on request		

APPENDIX 2

EXECUTIVE SUMMARY FROM BUSH SKILLS 4 YOUTH PILOT EVALUATION REPORT, ECOCHANGE CONSULTING, JUNE 2017

Bush Skills 4 Youth aims to provide youth in Perth's Eastern Region with the opportunity to develop an awareness and appreciation of their local natural environment; develop skills on how to preserve it and become environmental stewards into the future.

A two year pilot was funded by EMRC and Lotterywest and aimed to find ways to engage children in regular experiences in their neighbourhood bushland and to find effective methods to promote such experiences and opportunities. The program plan is outlined in *EMRC – Program Plan – Bush Skills for Youth* document.

The first year of the pilot aimed to engage primary school youth between the ages of 8 and 12. The second year aimed to engage high school youth between the ages of 13 and 16.

Overall, the pilot was very successful. All program milestones were exceeded. The program engaged with a group of passionate, interested, caring young people who want to actively make a difference in their communities.

The following are the more specific findings and results from the evaluation of the Bush Skills 4 Youth pilot program.

Main finding

The Bush Skills 4 Youth has been successful in engaging and activating an environmentally concerned group of citizens who want to do more to protect and conserve their local bushland areas.

Finding 1: The Bush Skills 4 Youth program adheres to best practice principals of Education for Sustainability by incorporating envisioning, systemic thinking, critical thinking and partnerships for change. Bush Skills 4 Youth also uses mentoring, facilitation, participative inquiry and action learning to engage participants in identifying and solving local environmental issues which are personally relevant.

Finding 2: The program coordinator was skilled in promoting the program but also very successful in developing and maintaining strong relationships with both stakeholders and participants. Relationships developed between the program coordinator and participants which played a large role, along with running engaging varied workshops (based around topics participants requested) in the resulting high levels of participation and engagement.

Finding 3: There were high levels of participation in the Bush Skills 4 Youth program across the region through the 2015/2016 trial. There were 79 workshops with 2172 children and youth participants and 420 adult participants.

Finding 4: The holiday workshops attracted a group of participants who already had some involvement with bushland areas but who wanted to learn more.

Finding 5: Most holiday workshop attendees came because they were personally interested but most also had a parent/care giver who wanted their child to have an environmental experience and to understand and appreciate the environment.

Finding 6: Adult guardians of the youth involved in the program see value and benefits in youth being involved in the Bush Skills 4 Youth program.

Finding 7: The Bush Skills 4 Youth program is a diverse one, providing experiences and workshops for participants with many different areas of interest.

Finding 8: The Bush Skills 4 Youth program can provide a safe/facilitated introduction to the appropriate use of urban bushland areas.

Finding 9: The Bush Skills 4 Youth program has been successful in teaching skills within all the skill areas it aimed to.

Finding 10: At the Bush Skills 4 Youth workshops youth are taught to notice the small details in their environment. This is a crucial step in understanding environmental problems and how to solve them.

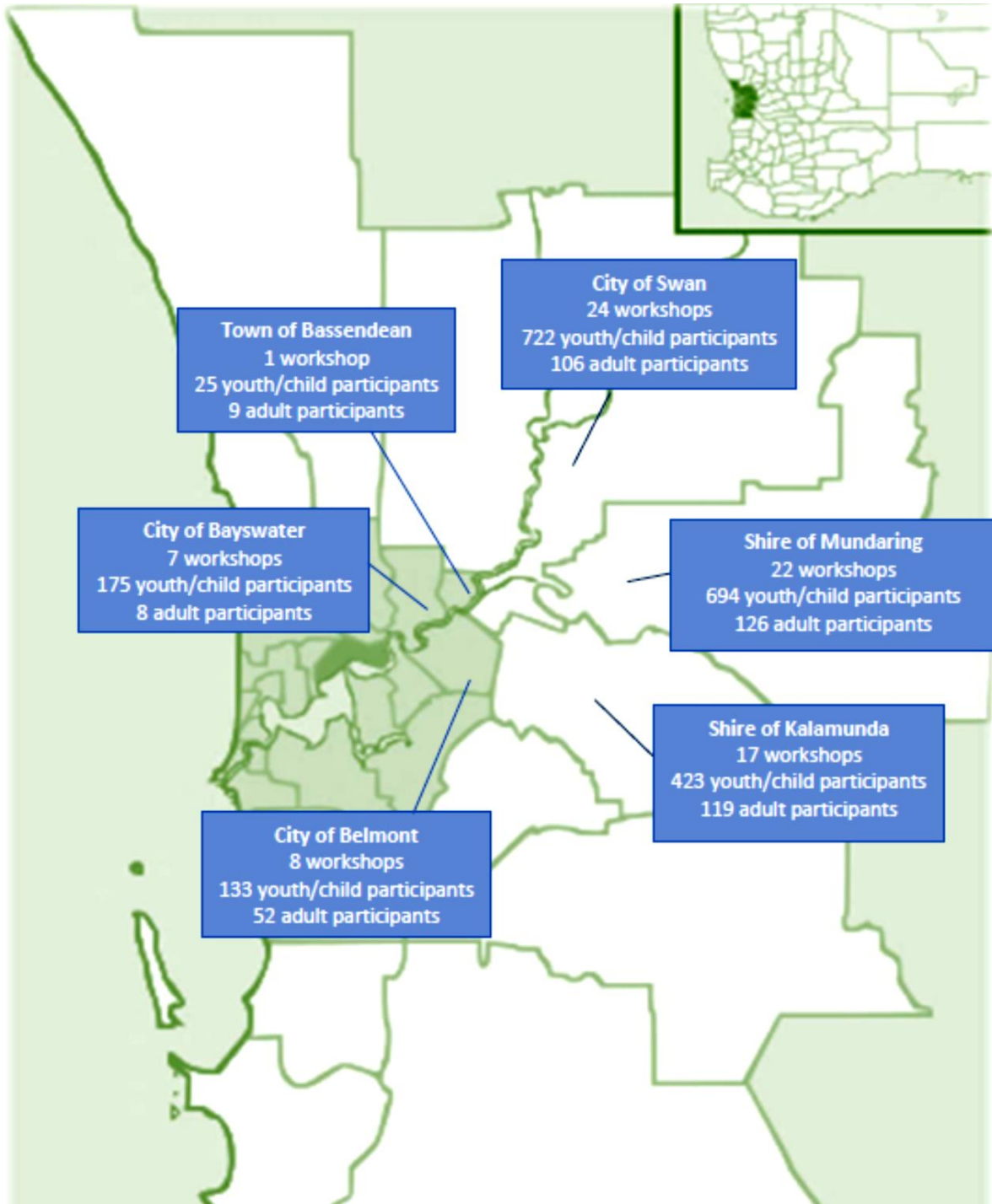
Finding 11: The Bush Skills 4 Youth program created a model whereby a group of students gain skills at Bush Skills 4 Youth workshops, attend Millennium Kids workshops to define an environmental issue they want to solve and then are pulled together and work with a local community group can produce positive outcomes.

Finding 12: The Bush Skills 4 Youth program facilitated direct action in the local community to protect and conserve bushland with the potential to achieve much more as time goes on.

Finding 13: As it is only early in the pilot, strategies to connect students to local community groups have only just been put into place. The participants want to know what they can do next and continuing to foster these relationships will be important moving forward.

APPENDIX 3

MAP OF WORKSHOP PARTICIPATION FROM BUSH SKILLS 4 YOUTH PILOT EVALUATION REPORT, ECOCHANGE CONSULTING, JUNE 2017



APPENDIX 4

THE BUSH SKILLS 4 YOUTH MODEL

STEP 1

Make connections and develop networks with appropriate council officers.

Meet with the local council officers and managers in the appropriate departments.

Present the BS4Y framework and examples of activities. Find out what similar activities are already in place.

STEP 2

Find out about all the youth organisations in the local council area – YACs (Youth Advisory Councils), Council youth groups and centres, schools, Scouts, Guides, Out of School groups, etc.

Find out about community groups and schools that are already involved in environmental activities, such as nature clubs. Use local knowledge.

Consult with young people about the types of activities they want to engage in.

STEP 3

Find out about the local community groups that are working on environmental activities, such as Friends Of and Catchment groups.

Seek local council guidance about which groups are most likely to embrace the BS4Y model.

Look for location connections between adult groups and young people.

STEP 4

Find out about the natural areas within the council boundaries.

Use maps, mapping tools and on ground site visits to create a list of natural areas suitable for various environmental activities.

STEP 5

Use the information gathered to select groups that may be interested in the program. Select groups to send information to, talk to on the phone, and meet with.

Develop single page descriptions of the program appropriate for each type of group.

STEP 6

Make contact.

Send emails to schools and youth groups. Attend Council organised meetings (for example, City of Belmont and Shire of Mundaring have quarterly meetings where all school principals are invited to meet /network/hear about activities being offered by organisations).

Make phone calls and hold face to face meetings.

Use own knowledge and contacts and recommendations of workplace colleagues and council officers to begin planning workshops.

STEP 7

Plan and promote workshops.

Use the information gathered to plan first workshops.

Set workshop topic / select location / date / time.

Promote, advertise through local council newsletters and internet pages; at schools and youth groups, encourage word of mouth sharing, Facebook groups, and environment events pages.

STEP 8

Add every participant and interested person to a mailing list and send every event detail to them. Encourage sharing of events.

STEP 9

Build momentum. Establish patterns. Seek continual feedback.