



**Brighton
Council**

ATTACHMENTS

COMMUNITY DEVELOPMENT COMMITTEE

2 JULY 2024





**Brighton
Council**

Community Creators

Pilot Program

Community Creators is a six-week program.

We will investigate

What is community?

How can we be an active community member?

What is a community leader?

We will learn to use our voices to engage in constructive dialogue,
advocate for change, work together to shape our community.

Community Creators will be supported by Kylie, Joselle and Paul.

Joselle is a Place Based Community Development Worker for the
Australian Red Cross.

Kylie is the Community Development Officer at Brighton Council.
Joselle & Kylie are excited about working with the amazing students of
JRLF SS and can't wait to see where their passion takes them.

Kylie & Joselle both work in the community and love to support people to
create change.

all have the ability to be change makers, especially our young people!

Brighton Council, Australian Red Cross, JRLF SS Term One 2024

Session Overview

Wk1 Who are we? What is community? What are our assets?

Wk2 What are our passions? What are the 5H's?

Wk3 Identifying personal & community strengths.

Wk4 What's something we can do? Visit from a community champion.

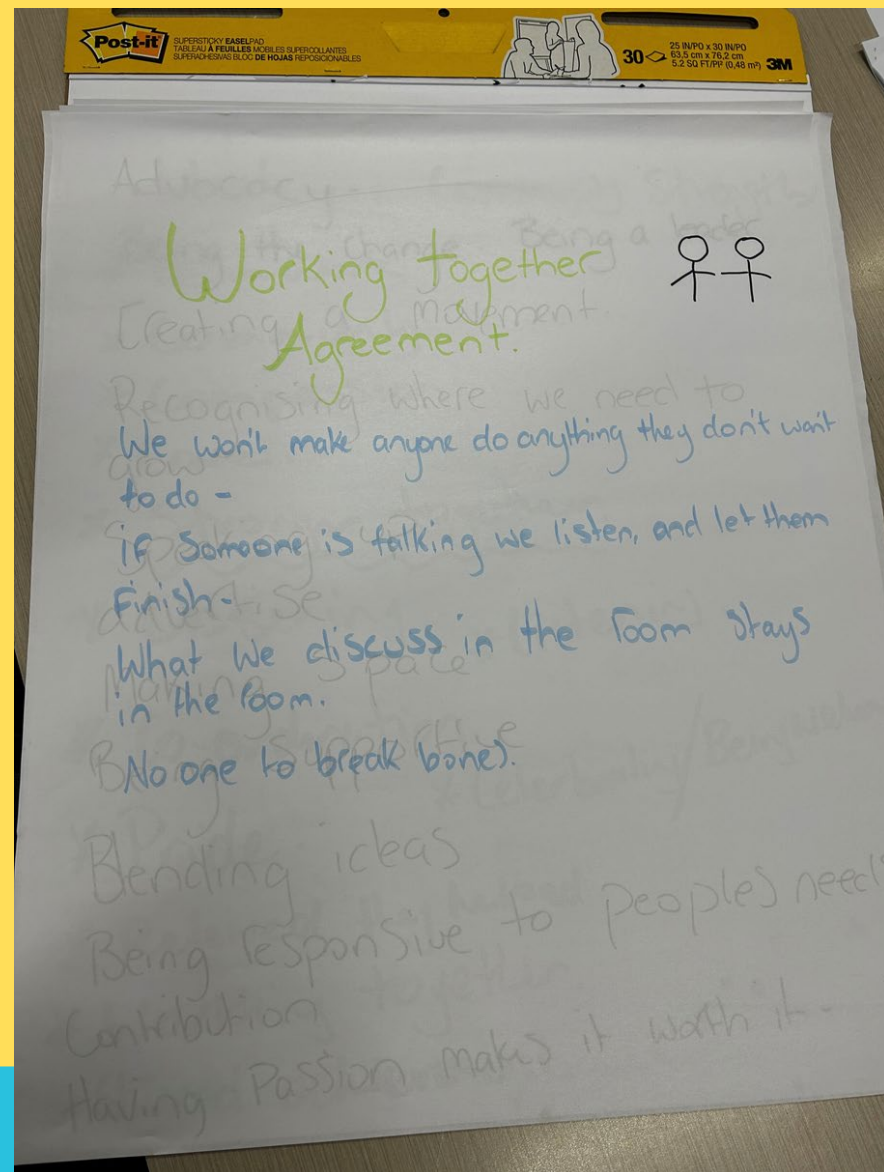
Wk5 Why are things important to act upon?

Wk6 How can we be an active citizen in our community?

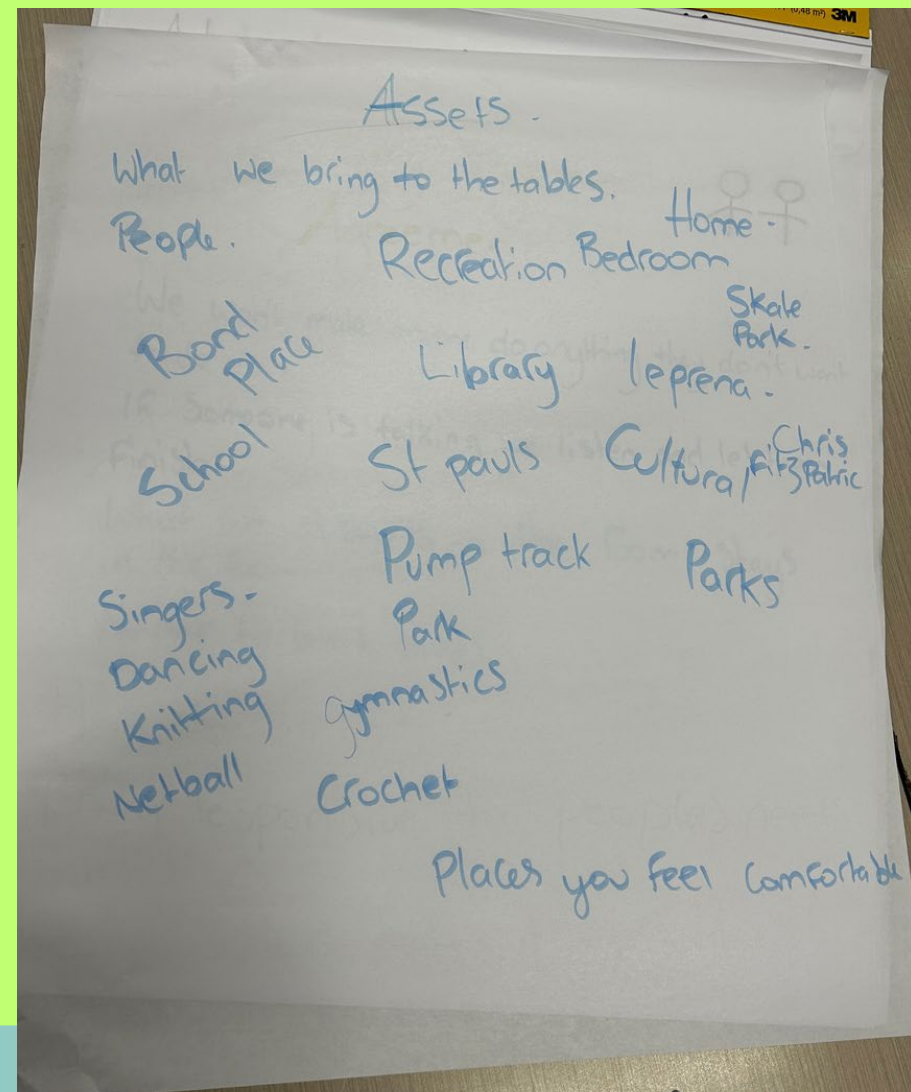
Who are we? What is community? What are our assets?

Week One

Working Together Agreement



Community Assets



WHAT DID WE LEARN

- As facilitators, we've learned that cultivating rapport and trust are essential.
- Establishing a Working Together Agreement streamlined our sessions, while ongoing evaluations allowed us to refine our methods for maximum impact.
- Icebreakers bridged connections and fostered a welcoming environment for youth engagement.
- Introducing the concept of community assets expanded horizons.
- Extending sessions from one hour to two or three hours would provide opportunities for deeper team-building activities.

What are our passions? What are the 5H's?

Week Two

WHAT ARE THE 5 H'S

Skills + Abilities	I know about this.	I want to share this with others.	I want to learn about this.
Games (Liam)	Josiah, Liam, Destiny	Josiah, Liam, Destiny	
Soccer Jordan	Destiny	Destiny	Joselle, Liam
Maths Sophie		Sophie	Joselle
Maths Jacob			
Conversations Jazmin	Sophie, Jazmin	Sophie	
Crochet	Jacob	Sophie, Jazmin	
Destiny			

WHAT ARE THE 5 H'S

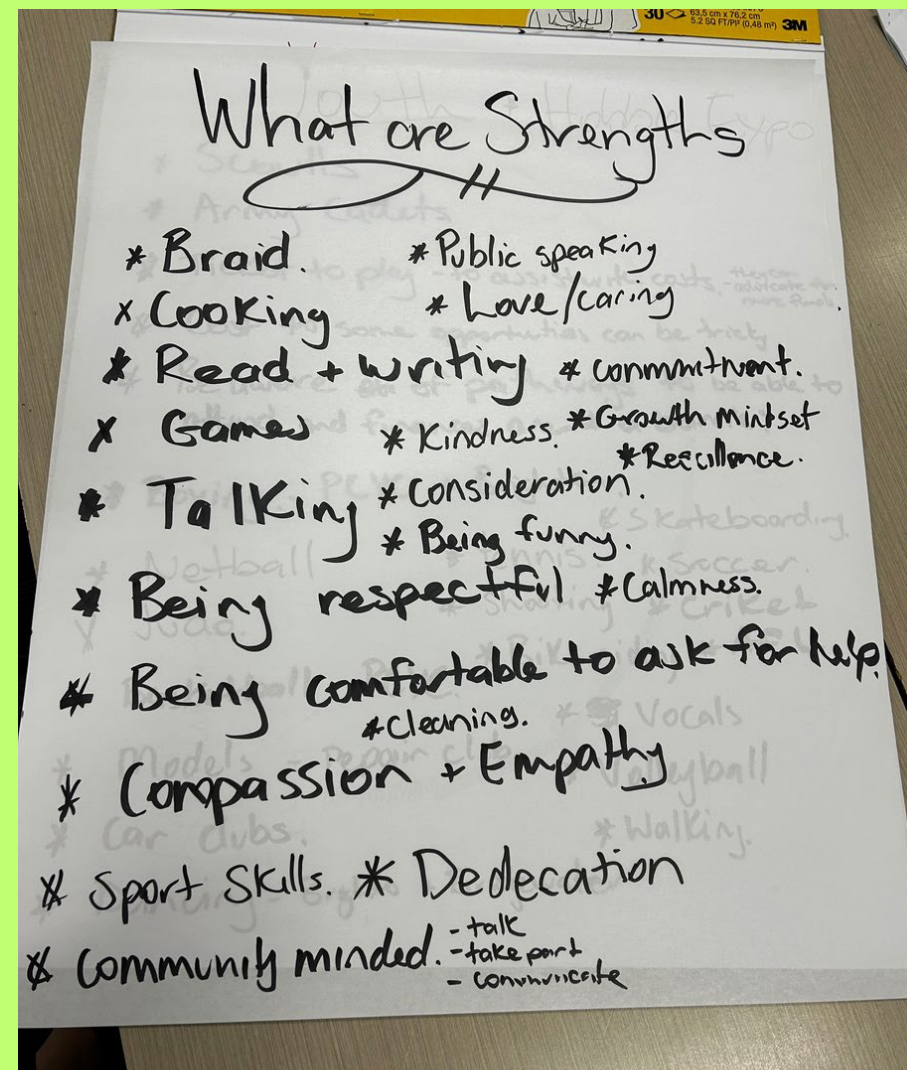
Skill	K Know	T Teach	L Learn
Coffee making	4 stickers	1 sticker	1 sticker
Minecraft	2 stickers	1 sticker	
Beading	2 stickers	1 sticker	
Popcorn Making	3 stickers		
Macrame	1 sticker		
Tik Tok	3 stickers		
Snap chat	4 stickers	4 stickers	1 sticker
Skateboard			
Basketball	1 sticker		
Cooking	3 stickers	2 stickers	1 sticker
Draw	3 stickers	1 sticker	
Painting	1 sticker		1 sticker

WHAT DID WE LEARN

- We engaged with young individuals on the concept of passion, emphasizing how our passions can be shared with others.
 - Initially, we incorporated their passions into the 5H's framework, highlighting "what I know," "I can teach," and "I want to learn."
- This led to enthusiastic discussions, particularly about learning crocheting.
 - In week 3, we revisited the 5H's, this time focusing on topics the youth had shared. Through a recap and sticker activity, participants selected which section of the framework resonated with them.
- Facilitators discovered that revisiting previous topics is key to moving forward.

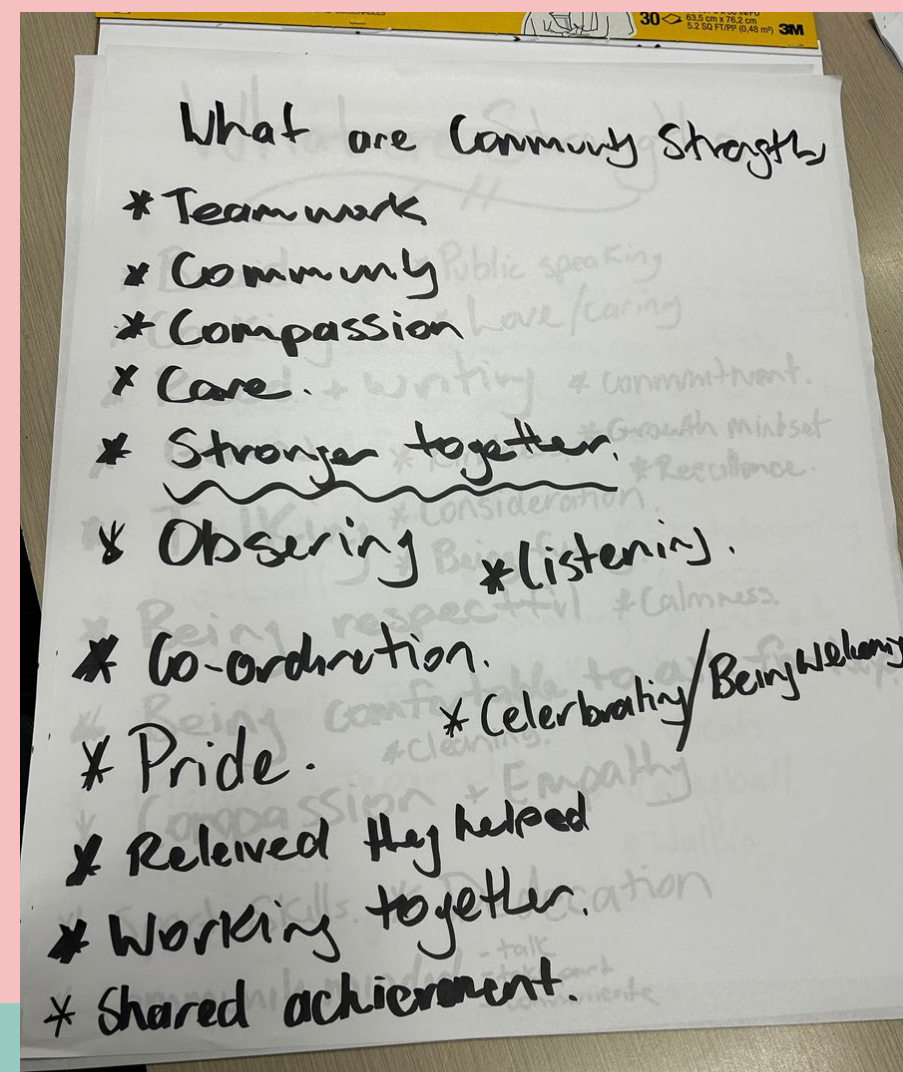
Identifying personal & community strengths

WHAT ARE STRENGTHS



Week Three

STRENGTHS IN COMMUNITY



WHAT DID WE LEARN

- The session took place seated in a circle on the floor, fostering a more expressive conversation flow and enhancing insight into the topic.
- Participants scaffolded each other's viewpoints, deepening understanding.
- Facilitators enriched the discussion with a YouTube clip illustrating leadership through turtle communities, evoking a profound sense of communal strength.
https://youtu.be/LNIK4r_g1N4?si=YJfDp8lbbkXKrp4q
- This sparked a 30-minute dialogue on leadership and community resilience, resonating deeply with the group.

What's something we can do? Visit from a Community Champion.

Week Four

ICE BREAKER- THE HOOP GAME



COMMUNITY CHAMPION MICHAEL



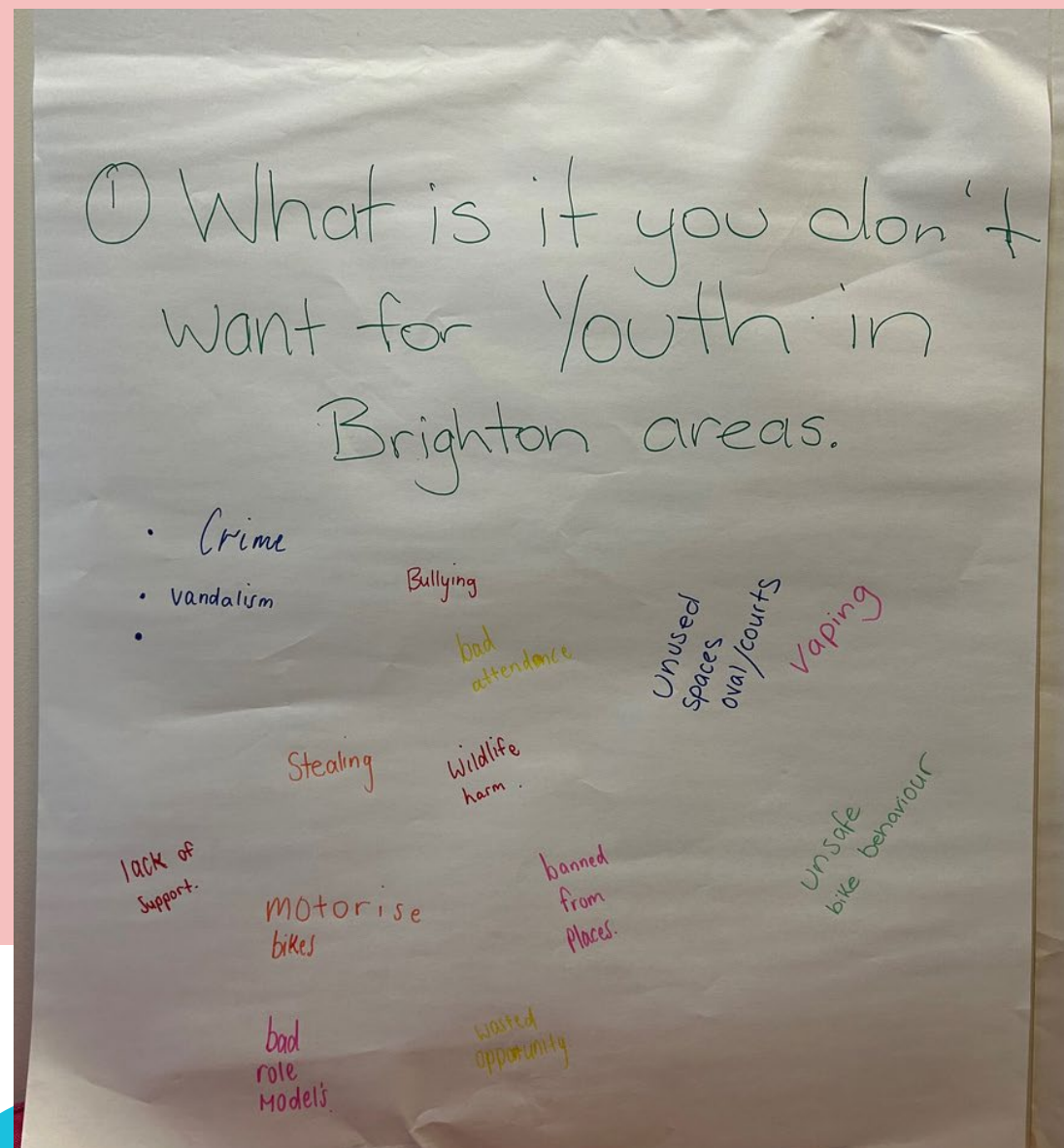
WHAT DID WE LEARN

- Michael presented the Fruit Tree project he's involved in, to the youth.
 - During our strengths session, participants brainstormed strength words for Michael, then shared their perceptions of his strengths afterward. They expressed their observations with care, using cards.
- Michael also discussed his new project, receiving enthusiastic support from the group.
 - Two members of Brighton Youth Action Group (BYAG) offered suggestions and pledged their support in any way BYAG could assist.

Why things are important to act upon?

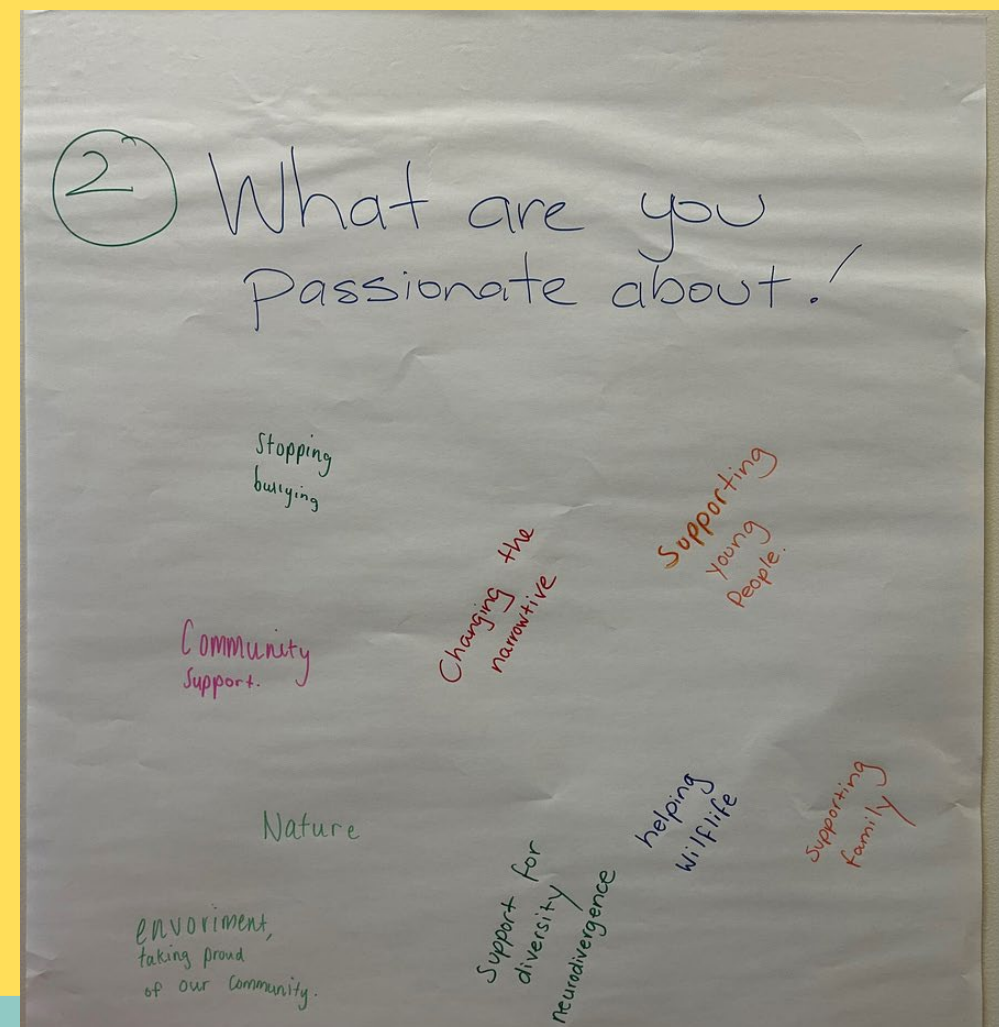
Week Five

WHAT IS IT YOU DON'T WANT FOR YOUTH IN BRIGHTON AREAS



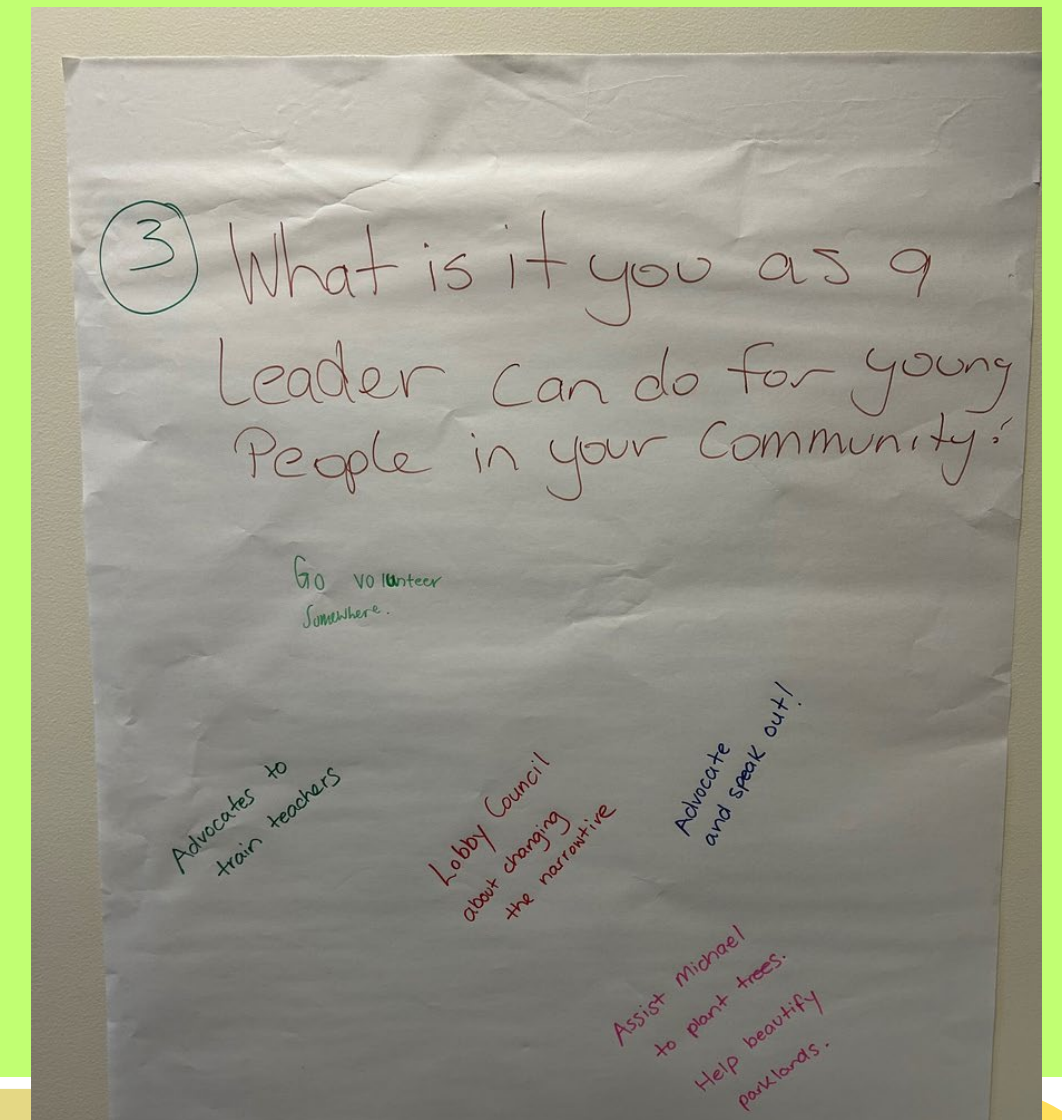
Young People stated they don't want: crime, vandalism, stealing, motorised bikes, bad role models, wildlife harm, unused spaces.

WHAT ARE YOU PASSIONATE ABOUT?



Environment, being proud of our community, helping wildlife, support for diversity neurodivergence, changing the narrative.

WHAT IS IT YOU AS A LEADER CAN DO FOR YOUNG PEOPLE IN YOUR COMMUNITY?



Lobby Council about changing the narrative, advocate & speak out, assist Michael to plant trees, help beautify parklands.

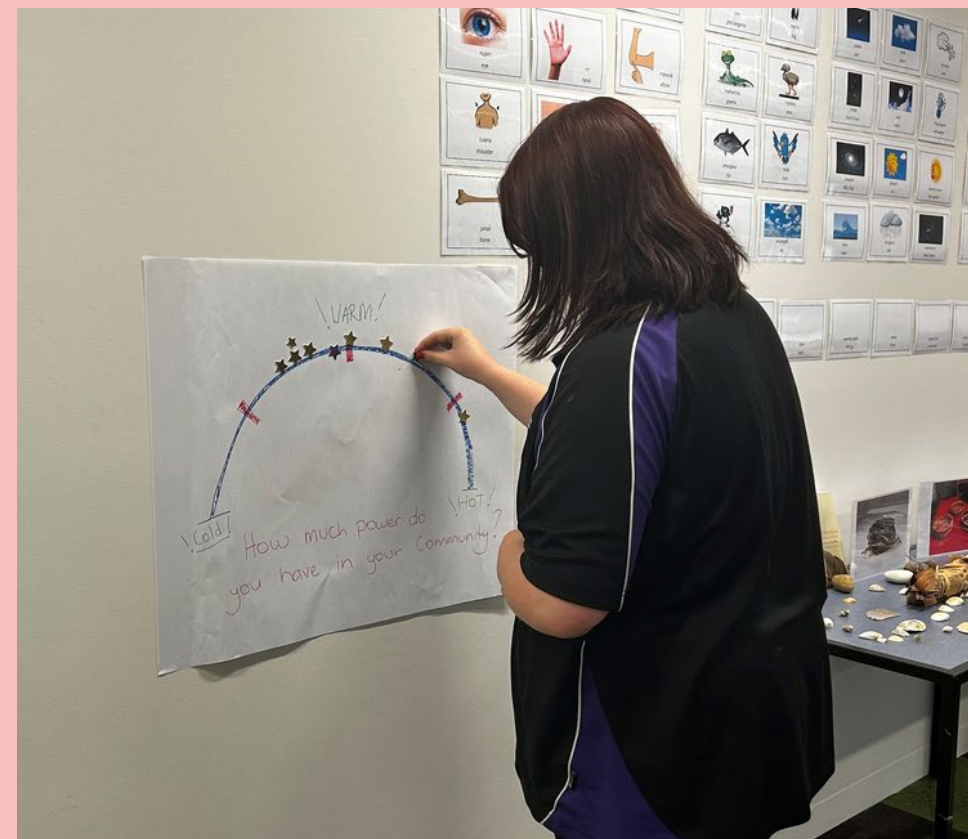
How can we be an active citizen in our community?

Week Six

WHAT ARE THE THINGS WE CAN DO?

What are the things we can do?	Agree	Need more Info	What can we take Action on?
Volunteer for an agency	9	9	Contact agency specific info from to lives -
Speak up + Help - Be an Advocate Talking to Teachers support team	5	could do Right Now.	Talk to Teachers - making a poster for information in clubs and library -
Volunteer at a Zoo/Animal Shelter	1	6	Contact a snake catcher to come and do a info session
Lobby Council about Changing the Narrativ	4	4	Everyone deserves the change to change Speeches at Youth Sharing the good community - youth leaders sharing within the schools - talk to Clarkie
Advocates to Train Teachers	3	7	Talk to Clarkie what training is out there support them with class - ADAD - Action - more with that
Join a Movement - Help Michael	0	7	Talking to Council - Having People making more Trash cans Bad graffiti with good Art - More Advocacy Local Inspiration for our Art.

HOW MUCH POWER DO YOU HAVE IN YOUR COMMUNITY



WHAT DID WE LEARN

- In week five, we delved into the concept of power, with young participants assessing their perceived influence.
- Subsequently, in week six, they reassessed their sense of empowerment, revealing notable shifts in perspective.
- These discussions included sharing concerns and exploring actionable steps to reshape narratives.
- Participants also identified areas of consensus and sought further insights.
- These conversations were conducted thoughtfully, paving the way for a focused direction in term two, with active involvement from GM and councillors.

Community Creators Testimonials



Department of Education

JORDAN RIVER LEARNING FEDERATION SENIOR SCHOOL

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55 Eddington Street, Bridgewater, 7030
Phone: (03) 6262 5500 Fax (03) 6262 5533

SCHOOL FARM
212 Brighton Road, Brighton, 7030
Phone: (03) 6268 1972



TRADE TRAINING CENTRE
PO Box 37 Bridgewater 7030
Phone: (03) 6262 5577

4th April 2024

Dear Kylie

It has been an honour to be able to attend the Community Creators Program with students. Joselle and you have had those students intrigued from day dot with your bubbly personalities. It has really uplifted the student's wellbeing.

I have witnessed a real growth and understanding of what asset-based community development is. By growing their networking opportunities and increasing their skills and knowledge. They have experienced first hand how to become a leader and learnt what it takes to bring a project to life.

It excites me to see them use these skills, to come up with ideas of what their peers and the local area needs are - to address our current youth issues. I hope to be able to witness the continuity of the program with many students having the opportunity to participate in volunteering and build skills in becoming a leader.

Our students really appreciate building relationships with community partners, we really see the reward of these when our partners can continue their work.

Wishing you all the best for the future of the program.

Barb Daly |Project Officer|Driving for Jobs
Jordan River Learning Federation
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YOUTH- 16 YEAR OLD IN YEAR 10 .

“Having the chance to join the Community Creator program at school has opened my eyes so much, I went from thinking that I couldn't do much as a kid in my community to knowing that I can do anything I have passion for, it helped me learn that we have the resources and we have adults that can help us work up to our goals for the community and even opened up opportunities I didn't know I had like joining BYAG and through BYAG I have had multiple opportunities like going up to Launceston to the youth housing program on the 17th of May and working on an event at the new Bridgewater park and I couldn't recommend Kylie and Joselle more, they are such amazing women and are very empowering to work along side. This being an opportunity for younger people would be so amazing and I believe it could change lives and alter peoples views.”

Community Creators Testimonials

PAUL MABB | ABORIGINAL EDUCATION SUPPORT OFFICER
CO-FACILITATOR INSIGHTS

- “First session, the student who said he didn’t want to come, but towards the end of the session said he was pleased that he did attend.”
 - “Students turning up a day early for sessions, and then being really disappointed that they had to wait another day.”
 - “By the time we had the guest speaker, some of the group were comfortable enough to negotiate with him, “if he helped them with what they wanted to do, they would help him in return”.
 - “After the program finished, students coming up to me asking if there was going to be another program, and asking if they could come.”

Department for Education, Children and Young People
JORDAN RIVER LEARNING FEDERATION SENIOR SCHOOL

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JRLFSS School Farm
212 Brighton Road
BRIGHTON TAS 7030
Ph: 6262 5500



Dear Tas Community Fund,

I'm writing this letter of endorsement on behalf of the Community Creators program, run by Brighton City Council, at JRLF SS. This program has been nothing short of amazing for the direct impact it has had on those students fortunate enough to be working with Kylie, Giselle and Paul. From a purely curriculum perspective, the program has been well crafted and has directly hit several target areas within the General Capabilities framework. All students have shown signs of growth in this area.

Even more positive is the impact it has had on young people's thinking around the concept of community, and what it means to be a young person positively agitating for the establishment of a sense of community mindedness (in us all). As a direct result of the program JRLF SS has had a number of younger people wanting to participate in community events and even become members of BYAG.

There have been several flow on effects from the program. Students' natural curiosity have meant that they have asked participants about the program and what they are doing. This in turn generates authentic dialogue among the students themselves about how they perceive and what they want the local community to be perceived by others.

Students have collaborated and worked with many previously unknown people. The facilitators crafted the program to enable the students to productively learn about teamwork and how to work collectively for a common goal. They in fact established individual and collective goals and, again, the facilitators, skilfully wove into their seasons an understanding for the students that often by supporting each other with individual goals, we can support the collective goal as well.

Finally, but equally as important as all the abovementioned points, the facilitators themselves modelled, exemplified and encouraged the personal traits of kindness, gentleness and a sense of fun. These three traits, combined with purposefulness, honesty and passion have impacted all students who have participated. These students are optimistic about personal futures and the community in which they live.

Yours sincerely,


James Clark
ASSISTANT PRINCIPAL


Leesa Pettit
A/PRINCIPAL

Opportunities

What proved effective

- The project plan outlined the weekly sessions while allowing for adaptability.
- The weekly planning and reflection sessions were crucial for co-facilitation and partnership development, ensuring that our team was interconnected and shared a collective understanding.
- Having the group sit on the ground in a circle from the second week worked well.
 - Completing a working together agreement in the first week and reviewing it each week was very important.
 - Check-in and check-out activities supported team building.

Enhancements

- Start program with a half-day session.
- Sessions to run for two periods within the High School.
- Having information sessions for teachers.
 - Prior to the community champion's attendance, let's have a discussion during the session about potential topics or questions to address with them.
- Provide a detailed timetable and session plan for students.
- Investigate possibly running single sex sessions.