

# YOUNG ENVIRONMENTAL CHAMPIONS HIERARCHY OF INTENDED OUTCOMES

# 10. A SUSTAINABLE AUSTRALIA

Sustainability thinking and actions are embedded in Australian's way of life.



Young people are empowered with knowledge,

skills and a sustainability mindset through

intergenerational connection, conversations,

creative communication, project design and

leadership opportunities. This empowerment

creates the opportunity for them to be the

change they want to see in the world.

# 9A. FUTURE INFLUENCERS AND DECISION MAKERS

Leaders in policy, politics, industry, education, and the community seek input and contributions from the Young Environmental Champions. Young Environmental Champions collaborate with diverse stakeholders to get the best outcomes for people and the planet.

# 9. AGENTS OF CHANGE

**9B. CHANGE MAKERS** Young people are championing, promoting, and inspiring others to make choices that are good for people and the planet.

# 8. LEADERSHIP CONFIDENCE

# Young people have a deep understanding of

sustainable development. They are resilient and adaptive. They can confidently communicate sustainable development concepts with clarity and set goals to achieve positive change as environmentally engaged citizens.

Young people are creators and implement their OWN solutions, relevant to their local communities and/or educational institutions.

## 7. CELEBRATION AND REFLECTION

Student finalists from each region come together to:

- Share their COMMUNITY ACTION PLAN Project delivery learnings. What worked, what didn't, what surprised them, what they would do differently next time.
- Workshop their next steps How they will act as capacity builders for other young people in their communities
  - Develop a pathway for stepping up in leadership within their community, and
  - Create a framework for applying what they have learned throughout the program.

### 6. JUDGING AND AWARDS

STATE SHOWCASE Student finalist teams from each region present their COMMUNITY ACTION PLAN projects to the judges. Students demonstrate how their project will have real impact on people, planet and prosperity, as well as the impact on themselves-becoming values driven young leaders. The judges provide the students with feedback and select the STATE SHOWCASE winner and runner-up who have 6 months to complete their project. REGIONAL SHOWCASE Students from the seven schools participating in each region come together to pitch their COMMUNITY ACTION PLAN project to the judges (Local Leaders). Students receive feedback from the judges. Judges announce regional winners who progress to the STATE SHOWCASE.

# 5. SKILLS DEVELOPMENT IN REAL LIFE SITUATIONS

Students will be provided with opportunities to visit local community projects run by people/organisations inside their Ecosystem of Expertise. This approach will provide opportunities for students to put into practice what they are learning and gain insights from those committed to regenerative, sustainable and advocacy practices.

# **4A. COMMUNITY ACTION PLAN PROGRAM** LAUNCH (IN PERSON)

Students participate in a series of Team Building exercises, reflect on the SDGs and Project Ideation. Students begin their COMMUNITY ACTION PLAN project planning.

# 4. COMMUNITY ENGAGEMENT, MENTORING AND TRAINING

# 4B. ONLINE - SESSIONS

Students participate in a series of Online Sessions co-hosted by guest organizations/ facilitators where they will be supported to co-design an impactful COMMUNITY ACTION PLAN Project.

# **4C. MENTOR TRAINING SESSION**

How do mentors and role models help young people thrive? This workshop helps mentors explore what it means to be a mentor, explore the challenges and potential solutions that mentees may face, including exploring conversations on diversity, what is 'on the table vs off the table,' proactive listening/hearing skills as well as applied empathy.

# 3. RESEARCH - DEVELOPING CONFIDENCE, ASPIRATION, SKILLS AND KNOWLEDGE

3A. Student teams research and investigate and reflect on the United Nations Sustainable Development Goals (SDGs), the challenges and opportunities for young people to create a call to action.

3B. Students are introduced to their local Ecosystem of Expertise. They share their journey, encourage conversations, inspire the students to act on the SDGs they are investigating and reflecting on.

# 2. ACTIVATION AND PREPARATION

2A. Schools identify 1 teacher and 4 students (Young Environmental Champions) to take part in the 6 month Empowering Young Environment Champions program. Schools map how they will undertake the program. They receive their resource packs.

2B. Students identify opportunities for personal growth, their unique strengths, set their goals and begin their journey. Students are introduced to their supporting Ecosystem of Expertise who are current practitioners and volunteers working closely with local community gardens, sustainable food hubs, Landcare, Bushcare and other well established environmental and advocacy groups.

# 1. AWARENESS

1A. Schools submit an expression of interest.

- 1B. University partners invite expressions of interest from:
- Undergraduate student studying education (student teacher)
- Masters or PhD student specialising in data collection and experimental design.

1C. A selection panel reviews applications and choose who they consider to be the best 7 schools in each region to participate. The selection panel also choose the best candidate for the student teacher/Masters-PhD student mentor positions.

