Connect
supporting student participation

Despair?
Participation?
Hope?
Powerlessness?
Fear
Hate?

Our Choice!

Also in this issue:
- Young People in the Mildura District Speak Out
- Making a Difference in the Community - r.u.MAD?
- SRCs and Curriculum
- Electing JSCs: Mooroopna Park PS
- Students in Europe: Denmark, Norway, Slovenia, England
- Resources: focus groups, materials, networks, peace kit

& Incorporating the PASTA Newsletter #25

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This Issue:

The events of the last month or so have horrified us all. The attacks, the calls for retribution ("an eye for an eye, and soon we are all blind" - Gandhi), the descent into war... I write this in a time of fear and, sadly, hatred.

The attacks on New York and Washington (which, graphically horrific though they were, also mirror the unreported quieter horrors that occur daily elsewhere); the continued deaths from bombings and sanctions around the world; the horrors and brutality of small and large wars, of starvation and hatred; the inflation of hatred and distrust; the inhumanity to refugees; these all depress and depress us.

But there can also be other casualties, and principal amongst these could be 'hope' and 'participation' and 'empowerment'. In talking with students, I frequently heard the cry: "But what can we do?"

What can we do?

I had hoped that this issue of Connect would include many more practical stories of how students and schools had responded to recent events through action that made a difference in their communities - local and global; action that included, but also went beyond, talking or writing poems or raising money.

I asked and wrote to many people. Some told me of primary school students (eg in Geelong) who had poems published in the local paper; the PASTA newsletter in this issue includes a round-up of some US student initiatives.

But, I'm left with a belief that we could and should be doing more!

Students can take substantial, remarkable and effective action to build tolerance, community, social justice and change; without that recognition and expectation, the reported actions take only small steps to overcome the powerlessness that many feel.

And is that the legacy we wish to leave?

In this issue, the long account of the Youth Charter that was developed and published by students in Mildura perhaps lays the basis for local 'vision building'. As Connect goes to press, an extraordinary (and unpublicised) International River Health Conference of over 360 students - Australian and international - is taking place in the same area. It is firmly based on ideas that young people will "decide how they will be heard for now and the future" and on "empowering children to teach children". (More details, hopefully, in the next issue.)

And here too, information about support and resource materials: the r.u.MAD? Project (R.U.M.A.D. = Making A Difference... get it!), with its challenge to move from charity to change; the A Time to Abolish War youth kit; action plans and ideas from student organisations in Europe.

And I'm still interested to hear about what you're doing: how are you taking practical action in your school, to ensure that we do choose to take the paths to empowerment, participation and hope?

Roger Holdsworth

NEXT ISSUE: #132 - December 2001
Deadline for material: end of November
A Youth Vision

Centenary of Federation Youth Charter for the People of Mildura

Young people have a vision of a Mildura community which:

- is knowledgeable and aware of itself and its place in the world, where all people in the community appreciate what they have and what has gone on before them,
- makes the most of our location and our history to create new opportunities and to build stronger future oriented industries,
- has overcome its isolation by connecting to the world and by learning to make the most of where and who we are.

Young people have a vision of a Mildura where:

- every member of the community is conscious of the value of the River Environment, the water and land they use, and is active in protecting it.
- the community supports alternative power sources, recycling processes and ‘green’ industries, and is a leader in this field
- solar power is the dominant form of energy used within the district.

Young people have a vision for Mildura in which:

- planning and development is thought through, and where decisions are made with careful consideration of the impact for people and the environment into the future.
- there is an active youth voice in the community, voted for by youth and understood and respected by adult decision-makers.

Young people have a vision of a Mildura where:

- The community as a whole cares deeply about all the people who live here and takes responsibility for improving the lives and opportunities for all.
- The community and its leaders are prepared to think outside the box, to accept and foster new ideas, and to find creative solutions.
- The community accepts and welcomes people for who they are and what they are without prejudice, and offers them all an opportunity to contribute to the community.

How was this developed? See next pages...

October 2001
During July 2001, 72 of the many thousands of young people in Mildura attended a two-day youth forum to discuss the needs and concerns of youth in Mildura, and to develop a vision for a preferred future. These students, from eight of the districts schools, met to discuss together the possibilities for Mildura as a community. This was a project funded through the Commonwealth Government to help celebrate the ‘Centenary of Federation’.

During the two full day forums, three topics covered were; ‘The Past’, ‘The Present’ and ‘The Future’. Each topic was presented by a guest speaker who then worked with the group to develop our ideas about each topic and how it related to us and to Mildura.

Glenn Miller, local historian, presented ‘The Past’, Arron Wood, local environmental consultant, presented ‘The Present’ and Dr. Peter Ellyard, world-renowned futurologist, completed the forum with a presentation on ‘The Future’.

After two full days of meeting and discussing issues and concerns, 16 of the 72 young people were selected to write up a charter, expressing our view of the future to present to the Mildura community.

This document, which contains our vision for the future and a set of recommendations for community action is the result of that work and we offer it to the community as our contribution to the Centenary of Federation and to building better futures for the Mildura District.

Who are we?

The students involved in both the Youth Forum and Charter Development ranged in age from Year 6 to Year 12, and represented schools from key Mildura District communities of Mildura, Irymple, Red Cliffs, Merbein and Nichols Point.

Youth in Sunraysia are more diverse than this though. The youth of Sunraysia is made up of a diversity of backgrounds, interests and opportunities.

Young people aged 15 – 19 make up approximately 7% of the total population, young people aged 20 – 24 years make up another 6%, and children and adolescents, aged 0 – 14 years make up 24% of the total population.

Young people, together, contribute to 37% of the total population.

Young people in this community come from a wide range of ethnic backgrounds, Turkish, Tongan, Italian, Greek, Yugoslavian, Croatian, Filipino, English, Scottish, Irish, German, Vietnamese and no doubt many, many others.

While only a few of our ethnic communities are statistically large enough to show as ethnic communities in national statistics, young people and their families, their histories, their cultures and their ideas, do exist, and this is what gives us a great multicultural diversity.

Young people in Mildura also come from Koori backgrounds and are linked by their ancestry to the ancient owners of this land and to a culture we need to respect and know more about.

Young people in the Mildura District spend much their time in school or training. While figures show that government schools in the Mildura District have similar enrolments for Year 10, 11 and 12, compared to the rest of Victoria, University enrolments drop significantly after VCE. Fewer young people from Mildura take up further education.

A lot of young people move away from Mildura; to further their education, and seek employment outside of the main employment opportunities here. Retail, Agriculture, manufacturing and construction are the four main industries in this region. There are other opportunities to find work in other industries but they are fewer, and in some cases non-existent.

Unemployment is an issue for young people. While the youth unemployment rate has fallen in recent years, approximately 30% of all unemployed people in the Loddon –Mallee region are young people aged 15 – 24 years.

Young people in Mildura live in our community, in families and independently. Some have families of their own. Our family circumstances differ enormously and so do our life opportunities. Where adults are disadvantaged or in crisis, so are the young people who live with them. Some have families who cannot care for them and they live without a supporting family environment. Life is unequal for young people.
Young people in Mildura are not one single group. We have all of the differences of the adult population: age, gender, ethnic background, religion, economic advantage and disadvantage, disability, ability, and talent and interests. We do not act or react as a single group but we do share some concerns and a hope that Mildura, in the future, will be able to better meet the needs of all the people who live here.

**Our Past and Our Present**

The youth of the Mildura District are proud to acknowledge their Mildura heritage: Alfred Deakin and the Chaffey brothers vision for a fine city from such humble beginnings, founding and establishing a well known irrigation settlement, overcoming hurdles of isolation and financial hardship, to triumph eventually, and create a place for Mildura on the Australian map.

Often young people are quick to criticise the town in which they live, and the young people involved in this project were no different. By discussing its attractions and its history, and by looking at the challenges the communities of the Mildura District have faced in the past, we have come to understand more about the place we live in and to appreciate it in different ways. That has been an important lesson for us.

Many young people in Sunraysia are proud to live here and realise that it isn’t as bad as we make it out to be. We take many of its attractions for granted and think only occasionally about the river, the environment and the resources we have. We have seen how important it is to know more about the impact we make on the environment and the risks we are taking with the health of the river.

Generations of young people before us have lived and studied and worked in the Mildura District, making it a viable town. It will be our turn next to continue that work and to make Mildura even more successful.

We appreciate, more, the work and the belief that others have had in Mildura and we see that we have an important part to play in making it a better place in the future.

We know that young people in Mildura are not as aware of their own history as they could be. We do not all know of the struggle to open this irrigation district and the problems earlier generations of Mildura people worked to solve. We do not see their history on display. There is no interactive Pioneer Village or Sovereign Hill to celebrate our history, and perhaps there should be.

**Images of Mildura**

As young people we see the promotion of Mildura, the image of Mildura, as an important issue. We see advertising on TV for some products using the ‘Sunraysia’ name as embarrassingly poor and feel that this lowers the image of Mildura right across the state. We look at our tourist attractions and wonder if they are as good as they could be. We know that it doesn’t take much for a negative image to be formed.

**The Environment**

Young people in Mildura District know that irrigation is at the centre of our lives here, and we are concerned about the poor irrigation practice of the past and those practices like flood irrigation and drainage into the river which continue today. The raising of the water table and growing salinity of the land and the river are significant threats to our environment, and to our ability to live and work here into the future.

Soil erosion and soil quality are important environmental issues in the dry land farming districts which surround the Mildura district, and stem from the of clearing the land, which took place to open this region for farming in the 20s and 30s.

In addition to these environmental issues and concerns, young people are concerned that Mildura is a remote part of the state of Victoria and its isolation from other, larger towns isolates those who live here. There is a smaller, narrower view of life here in Mildura which leads to a number of social problems which are of real concern to young people.
Social problems

Young people are concerned at the high level of violence, vandalism and graffiti within the community and the numbers of young people who are involved. We are concerned that so many young people feel disconnected from the community, and don’t feel they have to act well within it.

Drug use and a growing drug trade in Mildura is a serious concern for young people. We are concerned about the effects of drug use and about the violence and crime which seems to go with a drug culture. More than this, though, we are concerned that not enough is done to acknowledge and address the problems facing young people, the problems which make drug use and crime possible. Poverty, unemployment, poor family relationships, lack of education and skills, limited opportunities are real problems for young people.

As young people we are very aware of the level of racism within the community. We see that opportunities are not equal and that disadvantage and poverty will continue for aboriginal people in our district while racist attitudes and lack of understanding remain. Young people will continue to suffer because of it.

As young people, and especially as young women, we are concerned about the high rate of teenage pregnancy in this community. Teenage pregnancy itself is a problem, but the problems which occur later, like financial hardship, lack of job skills, poor education standards, health problems, make this issue very serious for the whole community.

These are serious concerns for the young people of the Mildura District in the present. To create a better future for young people we believe these issues must be considered, cared about and acted on by the whole community.

Young people know that Mildura could be a wonderful place for all of us to live if we all work together to make it one. We know that building a stronger community isn’t easy but we think is necessary if Mildura is going to thrive in the future.

A Youth Vision for a Preferred Future

This is a statement of our Preferred Future. The ideas explored here are the same ideas explored by the whole group during the two Forum days in July, 2001. We hope this brief statement gives a powerful view of what Sunraysia could be in the future and how the place of young people could be made stronger within that community.

As young people we have a vision of a Mildura which:

- is knowledgeable and aware of itself and its place in the world:

  To be successful we think Mildura needs to know more about itself, about Mildura’s history, its geography, its natural advantages, its opportunities and the risks to its survival.

  Members of the community need to know more about the people who live here, their problems and their potential, so that we can build a stronger place for us in the future.

  We can envisage a Mildura where all people in the community, including young people, appreciate what they have and what has gone on before them.

- makes the most of our location and our people to create new opportunities and to build strong future oriented industries.

  Young people want to see Mildura develop into a dynamic and interesting place to live and work. To do that we believe it must develop and support education and training opportunities, especially at the university level, to provide young people and the rest of the community with skills for the future as well as the present.

  We can envisage a Mildura that is able to attract businesses and industries which offer more occupational choices for the future, so that more us can stay or return to Mildura.

  As young people we also want to see Mildura continue to develop its recreation facilities and opportunities. Access to sporting and cultural opportunities which are of a very high standard, are important if we are to develop our talents here. We can see a time when young people in Mildura have much greater exposure to professional sport, drama, theatre, music, and art, and in all fields of interest, than there is now.
has overcome its isolation by connecting to the world and by learning to make the most of where and who we are.

Young people know that to thrive in the future we must be able to connect with people all over the country and around the globe. Global connections will be an important part of our personal lives, as well as in business and education and community affairs. We, as young people, are already making those connections. Our vision for Mildura includes going global, where Mildura interacts with the rest of the world as an everyday action, and does it well.

Young people have a vision of a Mildura where:

• Every member of the community is conscious of the value of the River Environment and the water and land they use, and is active in protecting it.

Young people want to see action on the issue of Water Quality: we see salinity, drainage, turbidity, blue-green algae and pollution as areas to work on immediately to keep our river environment healthy.

Young people want to see an end to the misuse of the natural environment. They look at soil erosion, water wastage, the use of fossil fuels, the introduction of weeds, the vandalism of the environment and careless development as a threat to their ability to survive here in the future.

Our vision for Mildura includes a community which is aware of its environment, cares about it, and is active in protecting it.

• The community supports alternative power sources, recycling processes and green industries, and is a leader in this field.

As young people we want to see all local industries become ‘greener’.

We want to see industries looking to use alternative energies and environmentally aware practices, to find organic alternatives to polluting chemical sprays and additives and to safeguard future generations from the problems created by genetic engineering.

There are many green possibilities for industries and Mildura could be a leader in finding them.

• Solar power is the dominant form of energy used within the district.

Our greatest natural asset, apart from water, is the sun. We can envisage Mildura becoming a solar-powered town, using natural and renewable energies, saving money and adding green energy into the energy pool in Victoria.

Young people have a vision for Mildura in which:

• Planning and development is thought through, and where decisions are made after careful consideration of all the impacts for people and for the environment.

As young people we want to see leadership in the community have a view to the bigger picture. We want civic leaders to look at the impact of their decisions, not just for the present but also into the future for the next generations. We want civic leaders to understand more points of view and be open to new ideas and opportunities.

Young people want industry to be planned and promoted sensibly and globally. We want to be connected to the rest of the world and feel that our community is as important, and as good in what it does, as any other in the world.

• There is an active youth voice in the community, voted for by youth and understood and respected by adult decision-makers.

As young people we want there to be a vision for the community which is shared by the whole community and owned by the people who live here, including young people. We want civic leaders who know about, think about, care about and include all the people who live in Mildura and who have a plan to make this community work better. We can envisage a Mildura which is more profitable, more co-operative and provides opportunities for everyone.

As young people, we are concerned about the future and feel we need more knowledge and insight to make that future a positive one. We see education and the wisdom of others to be an essential part of building this community. We want our community to be knowledgeable and to be admired for the quality of its thinking and its decision making.
Young people have a vision of a Mildura where:

- The community as a whole cares deeply about all the people who live here and takes responsibility for improving the quality of life and opportunities for all.

As young people we want to see the social problems which abound in Mildura addressed by the whole community. We know that poverty is a very serious issue for young people and their families and that it leads to a number of other serious problems. We want to see the level of poverty in Mildura reduced and the problems it caused worked at and overcome. We want the community to act on this problem, to act together and to provide a better future for the children and young people of this town.

- The community and its leaders are prepared to think outside the box, to accept and foster new ideas, and to find creative solutions.

As young people we know that building better communities is challenging work, but we can see a Mildura which is prepared to take measured risks, to think outside the conventions and to find real solutions to our problems.

We want to see a community which acts to prevent rather than treat social problems like drug use, teenage pregnancy and violence. We want a community which is prepared to provide the right kind of education, support and care to those who are in need.

We want to see the cycles of poverty and violence and despair broken for the next generation of young people.

- The community accepts and welcomes people for who they are and what they are without prejudice, and offers them all an opportunity to contribute to the community.

Young people want to see Mildura to be more than a nice place to visit. We want it to be a dynamic, interesting, tolerant place in which to live. We want the community as a whole to be able to accept and cater for a wider range of viewpoints and lifestyles and cultures.

We can envisage a Mildura where multiculturalism and reconciliation are not words or goals but a way of life.

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**Youth Recommendations**

These are the recommendations we make to the people of Mildura and the current generation of decision makers to work toward the future for the Mildura District we have envisaged. These recommendations include actions which can and should begin tomorrow, as well as longer-term plans, which may take longer to achieve. If we work at these projects together, we will make our vision happen.

**Environment and Natural Resources**

Protecting our environment is everyone’s concern. It needs community backing and community knowledge. It can’t be something only a small number of people, or primary schools or ‘greenies’ are concerned about and have knowledge about. We recommend:

**Recommendation 1**

That community education and support for environmental action becomes a priority for all organisations in Mildura.

Organisations become involved in Action Programs:
- Support River Health Conference/ Salt Watch/ Riverwatch/ Street Committees;
- Environmental Education becomes part of all school programs and business activities;
- Community tree planting and environment protection programs for the re-vegetation of river environment and dryland farming areas.

Recommendation 2

That environmentally responsible planning and development is a priority in community and business decision-making.

The Horticulture Industry takes on sustainable irrigation practices: undervine drippers or sprays, and better drainage;

Solar Energy be developed for wide spread use in Mildura Buildings with: public buildings (schools/Council/ hospitals) converted to solar power;

An effective Recycling program set up and supported by Council and Business;

Council develop incentives for positive environmental action and penalties for inaction.
Governance and Enterprise: 
Think Globally, Act Locally

Making wise decisions and planning carefully for the future is very important to young people who will become community leaders later. Community leaders today must think globally and build a community which is ready for the future. We recommend:

Recommendation 3

That development efforts be made to link Mildura to the rest of Australia and the rest of the world through developments in:
- transport, information technology;
- alternative energies, environmental action, tourism;
- exports, clean and green produce;
- and recognised Mildura products.

Recommendation 4

That the community develops greater cultural awareness of Asia and of our own ethnic communities, by supporting:
- learning of Asian and community languages and about working well with different cultures;
- Cultural and Economic Exchanges;
- education in customer service and tourism.

Recommendation 5

That the community co-operates to promote and build Mildura by creating a Mildura Shop in Melbourne, and other capital cities and a Mildura Shop On-line, where all Mildura produce can be marketed.

Governance and Enterprise: 
A Place for Youth

Young people are an important group in any community and have a lot to offer. We also have a lot to learn. We need to have a part to play in the community and to feel that we have a real place in it. Our voice and our actions need to be heard and acknowledged by others. We recommend:

Recommendation 6

That a Youth Council or Forum be established to allow young people to join the debate on key community issues, and to have issues important to young people understood in the wider community.

Recommendation 7

That at each local council election a Youth Mayor be elected, to represent young people and work with Council.

The Youth Mayor could be elected by young people through a voluntary Youth Vote, in the election.

Recommendation 8

That at each local council election all potential Councillors be asked to give a statement of their vision for young people and plan for addressing issues they think are important to young people.

Recommendation 9

That a Youth Festival be added to the list of Festival events supported and developed by the Mildura Community.

Recommendation 10

That any development of youth activities in Mildura takes into account the differences in youth cultures and ages, and involve young people in the planning of them.

Eg. Dance parties or clubs or venues for different age group 10 – 14 /14 – 18, 17 – 24 and beyond

That the community and businesses understand and support a range of activities to cater for the differences in young people:
- fashion parades, sport events, youth music events, skate championships, graffiti art wall.

Recommendation 11

That a Community/Business partnership approach be developed to provide:
- Work Education for all Secondary Students
- Work Experience for Year 9 & 10 Students
- Work opportunities for students at risk.

October 2001
Communities and Individuals: Building Stronger People

Young people know that our community is only as strong as the people who live here. We are concerned about poverty, unemployment and disadvantage, and about the negative feelings young people have about themselves and their place in this community. To make Mildura a better place to live we need to tackle these problems. We recommend:

Recommendation 12

That a Community Social Problems Task Force be set up to investigate the problems of poverty and inequality in our community and to develop an action plan to make lives better for young people and their families in Mildura. This might include developing a shared community vision and strategy for addressing social problems and building better lives in Mildura.

Recommendation 13

That there be a program of community education for employers, councillors and community decision-makers to provide a greater understanding of the needs and aspirations of young people in general, and the issues of different groups of young people in our community. (Poverty, child abuse and neglect, domestic violence and family breakdown, discrimination and prejudice, crime, teenage pregnancy, school drop out rates etc)

Recommendation 14

That the community works to support schools and training providers build the Education opportunities available to young people in Mildura, and to improve the life chances of all young people by:

- Supporting schools to provide excellent programs in schools and to encourage and keep excellent teachers in Mildura;
- Encouraging and supporting forward looking programs in schools;
- Year 11 and 12 Mentors for Year 9 and 10 students;
- Extending the number of Higher Education Courses Available in Mildura through a Joint Universities Facility;
- Establish a Distance Education Supported Study Facility for students studying by distance education.

Recommendation 15

That the community supports its young people who leave home to study at university by setting up a co-operative Sunraysia Uni-

students residence complex in Melbourne and Adelaide. This would provide a supportive home-linked environment, and could provide young people and their families with assisted travel, supported study, shared study facilities.

Recommendation 16

That the community actively promotes Physical, Mental and Social Health for young people, providing support and guidance appropriate to different groups of young people through such things as self defence classes, counselling and positive self esteem programs, relationships, parenting and life skills programs.

Recommendation 17

That the community promote and strongly support Local Charities and local programs which address poverty and seek to make a difference to people's lives. Mallee Family Care and Chances for Children are two organisations which fit this category.

Communities and Individuals: Building Opportunities

Young people need opportunities to build their skills and explore their talents. The Mildura we envisage for the future is one where young people can find those experiences here and develop their skills and talents without having to leave. We recommend:

Recommendation 18

That the community ensures that the Sports and Entertainment Complex is completed, and that other community facilities like the Aquatic Centre, the wave pool, ovals continue to be provided as an opportunity to build our skills and talents.

Recommendation 19

That the community, with private and community funding if necessary, develop one or more State of the Art Tourist Attractions: A more co-ordinated historical tourism package, world class wine, food and festival tourism events, and a Future-focus Museum.

Recommendation 20

That the community supports and encourages the development in Mildura of professional opportunities for young people in the Arts and Sport through a Professional Youth Theatre Company and Professional or Semi-professional Sports Teams.
A Youth Commitment

The youth of the Mildura District, as in any community, are able to recognise their wants and needs and to consider what they think is needed to make this community an enjoyable and thriving environment, not just for young people, but for the community as a whole.

We are certain that considering the issues raised and enacting the recommendations outlined in this Youth Charter will help to build a Mildura community which has a strong and desirable community spirit and a greater sense of wellbeing.

Young people are an important part of the Mildura community and have an important part to play in ensuring Mildura thrives.

As representatives of the young people of the Mildura District we give our commitment to work with the community to ensure that these important issues are discussed further and that action is taken to build the future our Charter describes.

We are committed to building this community and to creating better futures for all of us who live here.

In his presentation on the future, Dr Peter Ellyard asked each of us to remember this one thing, and to remember it throughout our lives. It is this short quotation:

"Do not follow where the path may lead, go instead where there is no path and leave a trail."

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MILDURA DISTRICT SCHOOLS: CELEBRATING CENTENARY OF FEDERATION

YOUTH CHARTER DEVELOPMENT PROCESS - 2001

The Charter was developed over a period of approximately three months in 2001 with support from the Centenary of Federation.

The Youth Forum

The Forum was held on Monday 23 July, 2001. Three Workshops looked at: Past, Present and Future, within three Strands:

Environment and Natural Resources
- physical resources;
- dependence/interdependence;
- sustainability;

Governance and Enterprise
- leadership, vision and innovation;
- economics and sustainability;
- civics and democracy;
- education and employment;

Communities and the Individual
- social, family and individual health;
- partnerships and co-operation;
- life-long learning;
- globalism and planetism.

Presenters worked with students to develop a Preferred Futures Vision from the local Centenary of Federation Theme: "Past, Present and Future". The information was generated by student participants using a 'grouputer' system and the data from the Youth Forum was e-mailed to schools immediately after the Forum.

Post-Youth Forum Student Collation of Youth Forum Data

On Friday 27 July, a representative group of students (two per secondary college) met to collate the Youth Forum data by a process of synthesising like-statements and eliminating duplication. Collation was kept, at this stage, under the sub-headings arising from the Youth Forum, with the representative group including an analysis and interpretation of each area.

Post-Youth Forum Reporting Back to Schools of Collated Data

Between 30 July and 9 August, students in the participating schools were given an opportunity to report back to their respective student bodies, and prepare for the Writing Workshop.

The Post-Youth Forum Youth Charter Writing Workshop took place on Friday 10 August. The representative group of students (as for 27 July) from the participating schools attended a full day writing workshop to develop a Preferred Futures Youth Charter, based on the Youth Forum outcomes.

Finally, on Monday 27 August, the representative group of students presented the Charter. In addition, the Charter was published in the following weekend's Sunraysia Daily (ie Saturday 1 September 2001).

For more information, contact:

Sandy Coghill, Geoff Brown;
Centenary of Federation Coordinators, C/o Chaffey Secondary College, PO Box 1610, Mildura VIC 3502

October 2001
Hi. I'm Emily. I am the Vice President of Moorooapna Park Primary School's Junior School Council (JSC).

There are 16 representatives in our JSC and each person is responsible for something that must be done.

We have a meeting every second Tuesday at one o'clock. During these meetings, we talk about raising money for our school, what we would use that money for, and how it would benefit our school. We also have letters written to us from organisations such as the PAL Guide Dogs, SIDS, the Cancer Society, the Deaf Foundation and many other things. We decide if we want to help them and, if so, the activity officers organise an activity that the whole school can participate in. These activities cost 50c per person, or if you have more than two children at the school, you can pay $1 per family. There are activities like out of uniform days, colouring competitions, guessing jar competitions, dress-up days etc.

At the start of each year, we elect new representatives to be on the JSC. These children are from each class in grade 3 to grade 6. Usually we have a 'hands-up' voting system. But this year, because it is the Centenary of Federation, we decided to use ballot papers to vote on. Everyone who showed interest in the JSC had their name written down, and the idea was to list, in order, who you think would be a responsible representative ('one' being the person you prefer the most). The votes get counted the same way as they do when voting for a Prime Minister or Premier (called the preferential system of voting). This happened in every participating class. Whoever had the most votes at the end, was one of the two people to represent that class. That is how we elected all the people who are now on JSC.

Emily
Moorooapna Primary School
MacIvor Road
Moorooapna 3629

What every SRC/JSC needs...

- a pigeon hole for mail
- a mail distributor/organiser
- a regular time to meet
- an efficient executive
- everybody knowing who is to do what and when
- time to discuss issues and report back to students

- a liaison teacher
- an SRC folder for each representative
- an SRC file
- a photocopying key
- a network
- an attendance list for meetings
PASS THE PASTA

M y reflections during the past week have been on the aftermath of the World Trade Centre attack, the continuing media coverage of the intransigeance of the Taliban leaders, the tentacles of their network, and training young children as future terrorists. The sight of a stockpile of drugs in Afghanistan destined for the world market and the death by suicide of a friend of my family lead me to ask: what we are really offering the youth of our world? The terrorists, for our young people, are in our neighbourhood. Perhaps living next door, promoting life in the fast lane, drugs, hopelessness and death by suicide. Too harsh?

What causes young people to commit suicide? The Human Services' Youth Suicide Prevention Kit (on website: http://www.infochange.net.au/dhs/youth/suicide/) states there are two schools of thought. The first is based on medical condition while the second stress related model, points to the social framework in which suicide occurs. Amongst the commonly expressed social and cultural reasons for suicide in the young are:

- Increased pressures of modern society;
- Increased rates of violence accompanied by decreased levels of concern;
- Marriage dissolution, remarriage, and changes in family structure;
- Increased mobility with disruption of friendships and social networks;
- Uncertainty through changes in employment, residence and access to education;
- Changed roles of men and women;
- Larger and less personal communities and isolation;
- Increase in substance abuse and loss of mental capacity.

http://www.hsc.csu.edu.au/pta/pasta/

The popular view is that adolescents are under more stress than ever before. In Australia in 1995, six years ago, forty-nine young males per 100,000 of the population between the ages of 15 and 24, took their own life. This figure has increased. Today, death by suicide of young males under 25 years of age is second only to those caused by motor vehicle accidents. That's pretty scary!

What then can we, who profess to be primarily concerned with listening to the voice of young people in our schools, do? A recent survey by PASTA of a small number of significant NSW educators found they were unanimous in their belief that Student Council was a valuable experience. One of the criticisms of Student Representative Councils (SRC) in schools is that these leadership opportunities are only available to an elected or selected few, whereas all students should have access. What is your view? How can leadership training and citizen building go on in every classroom, for every student, but particularly for boys?

While you're thinking, can I encourage you to go back and read the paper "Classrooms as Community: Developing Citizens and Learners" by Alison Sewell published in the last edition of Connect (p 22, No.130 August 2001). Sewell suggests teachers cultivate a participatory and collaborative pedagogy which draws on the principles of two learning theories viz democratic theory and the community of learners model based on socio-cultural theory, which Sewell explains, aims to increase participation in the classroom by various collaborative arrangements designed to "nurture informed, confident and responsible citizens who are efficacious about their ability to participate in a democratic society". It's worth the read and it and its reference list may help you find ways to motivate and skill students and stop some falling through the net into the hopelessness and desperation of suicide.

Jeanne Bow, President, PASTA Inc.

October 2001
Student Groups Throughout the United States Rally Support

In response to an enquiry sent to America re the ways in which American schools were reacting to the events of September 11, the following articles were supplied by Lyn Fiscus, the editor of the national student leadership magazine. The first is an outline of what some schools are doing, the second a list of organisations that are raising funds to assist those at the centre of events.

Student activity groups throughout the United States organized activities to show support after the September 11th terrorist attacks. Among the many projects sponsored were:

East Hartford (CT) HS sold paper hearts on which students wrote messages to the families of the victims, then sent the money and hearts to New York City. “One of our goals for the year is to realize that the needs will continue for a long time and to try to plan fundraisers throughout the year to help,” said student council adviser Mary Leger.

Leadership classes at Putnam City North HS in Oklahoma City, OK, collected donations of bottled water, juice, and new blankets that were given to an organization taking truckloads of supplies to New York. They also sold ribbons for 50 cents to be worn by students; the money raised will be forwarded to memorial funds set up for the victim’s families. “We here in Oklahoma City remember the outpouring of support, love, prayers, and encouragement that came from across the nation after the bombing of the Murrah building,” said Deanna Spillars, leadership teacher and student council adviser. “Knowing that students across the country were doing their part to help us heal made a big difference.”

Students at Governor Mifflin MS in Shillington, PA, collected more than 400 boxes of new work socks, work pants, T-shirts, and nonperishable foods for rescue workers which were sent to New York City courtesy of the NYC Hard Rock Café, where a former Mifflin student council president is manager.

The Montana Association of Student Councils offered its “MASC Challenge” to student councils throughout the state to complete a fundraiser before their state conference. They were asked to bring the proceeds to the conference; all funds raised will be donated to a cause related to the tragedy to be determined by the delegates at the conference.

The National Honor Society chapter at Ledyard (CT) HS organized a “Fill The Boot for FDNY” campaign. They placed firefighters’ boots—provided by some of their students who are firefighters—out at lunch and asked for donations for the New York Bravest Memorial Fund. In addition, they contacted the local Navy base to volunteer to babysit and run errands for families. Ledyard students also participated in a “dress down” day and donation week that netted more than $1,000 for the Red Cross; a local real estate agency doubled the amount.

Student leaders at Great Neck MS in Virginia Beach, VA, hosted a breakfast for students whose families are in the military.

To honor and remember the hearts and souls of fellow Americans, the student council at David Douglas HS in Portland, OR, asked students and staff members to bond together and dress in the colors of red, white, or blue in the days following the attack. They also provided ribbons for anyone who wanted one.

In the spirit of unifying students, the leadership team at Central Valley HS in Veradale, WA, promoted a nationwide candlelight vigil for the night of September 19, 2001. For their own vigil, they handed out blue and red glow sticks and created an image of the American flag. Other activities included musical performances by the choir, orchestra, and band and statements by community leaders.

Loveland HS, Thompson Valley HS, and Mountain View HS in Loveland, CO, participated in the candlelight vigil on September 19, with more than 500 people attending. In addition, at Loveland’s Homecoming football game, firemen and policemen worked with staff members to raise money for relief efforts by holding a donations-only tailgating supper and concession stand. More than $4,800 was donated.

The student council at Lahainaluna HS in Kahului, HI, organized a patriotic rally along the highway fronting one of their major shopping malls. Students and faculty members joined in with homemade signs and banners reflecting such themes as: We Love America, Honk for America, Proud to be American, and Stand Together America.

The student council at Hightower HS in Missouri City, TX, partnered with a local television station to sponsor a schoolwide letter writing campaign to offer words of support to the rescuers and the victims. They also sold links of unity in red ($5), white ($1), and blue ($10) for a patriotic chain of unity that was displayed at a football game.

Student leaders at Cold Spring Harbor HS in New York collected water and food for the rescue workers, sold ribbons, buttons, and decals to raise more than $1,200 for relief efforts, and are planning a commemorative mural for a school hallway.

After President Bush’s speech in which he mentioned Americans should “hug your children,” staff members at Helena (MT) HS distributed a Hershey’s hug to each of their 1,700 students.

In the midst of sorting donations for the Red Cross, the student council at Bordentown (NJ) Regional HS received a call from the manager of a local truck stop asking if some students could come over to help wash and fold the clothes in a tractor-trailer load of laundry sitting in the parking lot. The student council set up teams...
of kids to go over, and when they got there they discovered that the laundry was the clothes of the firefighters and rescue workers at the World Trade Center. They used the truck stop laundromat to wash and dry the clothes, folded them, and put them into large bags to load back on the truck. “One of our kids got the idea to go over to our elementary school and have them write short notes on large index cards to put in the bags. A call was placed to one of our elementary schools and the fourth, fifth, and sixth graders each wrote a note that they signed,” said Mike Nolan, student council adviser. “Just when our kids were saying ‘We wish we could do more,’ we were put on the front line as Ground Zero came to Bordentown.”
(Note - Bordentown has twice hosted Australian students whilst on their leadership tour - once in 1999 and again in 2001)

Contact Organisations

In the wake of the terrorist attacks of September 11, many student activities groups have planned events or fundraising drives to help victims and their families. Groups should be careful to contribute only to funds that offer legitimate aid, and be leery of fraudulent appeals that seek to use a national tragedy to take advantage of American generosity and concern.

Appeals should clearly describe the specific services the charity intends to provide to those with injuries or whose family members were killed or are missing due to the terrorist attacks, according to the BBB Wise Giving Alliance, a merger of the National Charities Information Bureau and the Council of Better Business Bureaus' Foundation and its Philanthropic Advisory Service. Further, the appeal should describe whether the organization intends to meet immediate or long-term needs of those victimized by this tragedy, or both. Even newly established charities should have written material available describing their programs, anticipated expenditures, and how they will carry out activities.

Check out charities by contacting the Better Business Bureau or your local charity registration office (usually a division of the state attorney general's office). Information on national charities is also available from the BBB Wise Giving Alliance at www.give.org and at www.guidestar.org, the national database of 501(c)(3) nonprofits. For a complimentary copy of the new Better Business Bureau Wise Giving Guide, visit:

http://www.give.org/guide/index.asp

One legitimate website — vouched for by the president of the United States in a speech on September 18 in the White House Rose Garden — is that of the American Liberty Partnership, a consortium of several high-tech leaders, including AOL/Time Warner and Microsoft, Amazon, eBay, Cisco Systems, and Yahoo. The companies have created libertyunites.org, a website dedicated to educating the public about how to help those affected by the recent terrorist acts. “If a concerned American wants to help a neighbor in need, even though the neighborhood might not be right next door, they can get on libertyunites.org and find out how to help. And I urge my fellow Americans to do so,” Bush said.

Libertyunites.org has links to the official websites of many of the funds set up to provide relief to victims of September 11, including:

The September 11th Fund: United Way and The New York Community Trust created this fund to help respond to the immediate and longer-term needs of the victims, their families, and communities affected by the events of September 11. Launched with a $1 million donation from Williams Gas Pipeline, the Fund has received support from dozens of Fortune 500 companies and thousands of individuals.

http://september11fund.org/pledge/sept11.cfm

The New York State World Trade Center Relief Fund was created as Governor George E. Pataki urged all New Yorkers and concerned Americans wishing to support the World Trade Center emergency response and victim support effort to contribute to the newly established Fund. The fund will be coordinated with the September 11th Fund and the Twin Towers Fund.

www.helping.org/wtc/ny/nystate.htm

Twin Towers Fund: Mayor Rudolph W. Giuliani established the Twin Towers Fund to assist the families of the members of the uniformed services of the New York City Fire Department and its Emergency Medical Services Command, the New York City Police Department, the Port Authority of New York and New Jersey, the New York State Office of Court Administration, and other government offices who lost their lives or were injured because of the tragedies of September 11, 2001 at the World Trade Center in New York City. If resources permit, the families of other persons who lost their lives or were injured during the tragedies may also be included as beneficiaries.

To make a donation by check or money order, send it to: Twin Towers Fund, General Post Office, PO Box 26699, New York, NY 10008-6699. Include your name, address, employer and other contact information with your tax-deductible contribution.

New York Firefighters 9-11 Disaster Relief Fund was created by the International Association of Fire Fighters (IAFF) to send financial assistance to the families of all fallen fire fighters and to coordinate efforts to assist fire and EMS personnel on the scene in New York City. You can send donations to “The New York Firefighters 9-11 Disaster Relief Fund” to: New York Firefighters 9-11 Disaster Relief Fund, PO Box 65858, Washington D.C. 20035-3858.

http://daily.iaff.org/fund.htm

WTC Police Disaster Relief Fund was established by the New York State Fraternal Order of Police Foundation (NYSFOP) to ease the financial burden of those officers who suffered catastrophic injuries and to the families of those who gave their lives trying to help others. Send donations to NYSFOP Foundation, WTC Police Disaster Fund, 911 Police Plaza, Hicksville, NY 11801 or call 888-NYS1FOP.

www.nysfop.org/WTCdisaster/fund.html

October 2001
The New York Police and Fire Widows' and Children's Benefit Fund is a nonprofit organization that assists the families of fallen New York City firefighters and police officers. The Fund provides funds to families at the time of a death to assist with immediate expenses. In addition, the benefit fund distributes an annual check to each of the surviving families to help the families defray education, housing, and medical expenses.

www.nypfwc.org

What does membership of PASTA offer you?

- Positive support for SRC teacher advisers
- Practical workshop ideas for use in schools
- Regular seminars, workshops and conferences at an Association, State and National level at reduced registration rates
- Regular newsletter and journals including annual subscription to Connect and optional access to NASC's Leadership for Student Activities
- Training and development within the SRC area
- A support network for SRC advisers
- Access to SRC networks
- Special resources for students and teachers
- Opportunities to be involved in discussions on the future of SRCs at all levels
- Attendance at open meetings of PASTA which are held at the Joint Council Buildings, Corner Marion and Norton Streets, Leichhardt, NSW

Phone: (02) 9564 3322; Fax: (02) 9564 2342

Mail subscriptions to:
PASTA Inc.,
c/- 12 Dyson Drive,
Norah Head NSW 2263

PROFESSIONAL DEVELOPMENT OPPORTUNITY

"Primary and Junior Secondary Activities and Resources for SRC Advisers and Student Welfare Consultants"

WHEN? Friday and Saturday; 14-15 December, 2001
9 am - 4 pm

WHERE? Professional Teachers Council
Leichhardt, Sydney

WHAT? A professional development workshop for all adults involved with student leadership, representation and participation - in policy, programs and activities

HOW? Contact PASTA for details of application.
Look for posted material coming to schools.
If NSW government school, contact District SEO 1 - Student Welfare.

COST? Registration $20 pp per day.
Lunch morning and afternoon tea provided.

OUTCOMES? Raise awareness and develop practical means of developing:
- status and work of SRC teacher advisers and the profile of these programs;
- curriculum of student leadership programs and its relevance to the whole school, including the Civics & Citizenship curriculum;
- pro-active programs for addressing student/school/community concerns;
- resource sharing, collegial networking and SRC workshop training ideas.

Please Note:
This T&D opportunity for NSW SRC Advisers, originally advertised for 26-27 October, has been moved to Friday 14 - Saturday 15 December

FOR MEMBERSHIP AND SUPPORT DETAILS:
SEE THE PASTA WEBSITE
http://www.hsc.csu.edu.au/pta/pasta/

FOR MORE INFORMATION CONTACT THE FOLLOWING:
- PASTA Memberships and Professional Development Activities: bowtech@ozemail.com.au
- OVERSEAS TOURS (for advisers and students): suepage@ozemail.com.au
- CSC AWARDS (Community Service Certificate Program): RalphMurray@bigpond.com.au
- ISRC, International Linkages and Projects: asamson@wesley.usyd.edu.au
- Website and Independent/Systemic Schools: ckingston@interact.net.au

ABN 49 398 096 539

The PASTA Newsletter is edited by Ken Page and distributed bi-monthly as a supplement to Connect magazine.
Making a Difference in the Community

The r.u.MAD? Program is a new student-centred, cross-curriculum program. It provides a framework for the participation of students in community activities of their own choosing. Closely linked to the Curriculum and Standards framework (in Victoria), Civics and Citizenship Education, and the Federal Discovering Democracy program, it gives young people the information, skills and resources necessary to help them make a difference in their own lives and in society as a whole.

An initiative of the Stegley Foundation, it is supported by a number of philanthropic organisations and individuals to inspire a culture of giving back to the community amongst young people.

All the materials developed are available free to schools from the website http://www.rumad.org.au which serves as a major resource centre and information exchange for schools and teachers.

Teaching Materials

Unlike many other programs that focus on lessons about disadvantage, discrimination and inequality, the r.u.MAD? Program presents a framework for children to act to make a difference and participate in real social change.

The teaching materials provide all the necessary information, activities and examples for teachers to implement the program in their class or school, including:

- exciting and challenging scenarios to stimulate discussion that leads to action;
- a variety of different ways to make schools MAD;
- changing current school projects into MAD projects;
- a diverse range of projects across all ages and curriculum areas;
- innovative and easy ways to get publicity and support;
- all the necessary worksheets and guides for teachers to use or copy.

MAD Student Projects

Projects start from the interests of students. Projects can be found anywhere, in any community, and respond to the student concern. "It is unfair that..." Projects can be:

- a stand-alone activity;
- a replacement or extension of current school community activities;
- integrated into current teaching programs.

MAD Student Foundations

Foundations provide students and schools with the tools to raise and distribute funds to make a difference in areas of their own concern. Foundations are whole school projects providing the opportunity for older students to mentor the young. They give hands-on experience in fund-raising, grant-making and community service.

Why and How r.u.MAD?

The r.u.MAD? Program has been carefully developed over 18 months together with teachers and their schools across Victoria, and with a taskforece representing all education sectors, teacher organisations, local government and ethnic and indigenous groups.

Participation in an r.u.MAD? Program enables students of all ages to identify the cause of a problem or concern and provides the framework to address the fundamental or underlying cause, and not just the concern itself.

What distinguishes the r.u.MAD? Program is its equal emphasis on research, action and reflection or evaluation. It follows the principle of learning through doing developed by Comic Relief (UK), made up of a three-part cycle: feeling, thinking and acting:

- Feeling: the emotions you get from experiencing or seeing something unjust or unfair;
- Thinking: using your head to analyse the situation, not just how it feels; finding facts and information; working out what can be done; learning the skills you need to do it;
- Acting: from being motivated by feelings and using the knowledge and skills gained from thinking, to develop an action plan and do it.

In order for students to be sure they have made a difference and to work out what happens next, we add:

- Reflection: checking out all three parts to work out how well it went, what has been learnt for the future, what could be done better and, most of all, what must be done next.

r.u.MAD? Program in Action

Schools throughout Victoria have already successfully piloted the r.u.MAD? Program. Projects large and small are already in action in primary and secondary schools. The first Student Foundation is being established.

The r.u.MAD? Program provides a powerful model to move current school and student activities from charity to change, from theory to action. Starting where other action projects often finish, the r.u.MAD? Program is designed to generate a ripple effect in the community, spreading its impact to others.
The r.u.MAD? Program is a bridge between community need and private action. It demonstrates that, by working together with like-minded people, we can overcome barriers and achieve remarkable results, rather than simply stopping at the feel good stage of giving. The r.u.MAD? Program recognizes the privilege of having something to give.

r.u.MAD? is an initiative of the Stegley Foundation, together with the Myer Foundation, William Buckland Foundation, Paul Edward Dehnert Trust through Perpetual Trustees and individual donors. It is hosted by the Education Foundation.

For further details, contact:
David Zyniger
r.u.MAD? Program
(03) 9885 6544
or
dz@knowledgeservices.com.au

Changing Your School’s Current Community Aid Activities into MAD Projects

Schools and students are always involved in community fundraising and support activities such as:
- fundraising for medical research;
- walk- and bike-’a-thons’ for overseas aid;
- sponsorship of various scholastic activities to raise funds;
- sales of chocolates and other commercial products;
- food and clothing collections.

Although students may be willing participants in these activities, they often lack a connection with the deeper issues behind them. Students are often not inspired to continue their own community service, nor do they usually follow up the results of their action. Many existing activities can easily be turned into a MAD project, thereby generating empowerment, enthusiasm and understanding among the students.

Preparation

From the web-site, read Implementing a MAD Project in the Classroom.
Read the Hypotheticals and choose an appropriate example to introduce the concept of cause and effect in Making a Difference.
Photocopy the necessary worksheets.

Our school has held Free Dress days in the past to collect money to sponsor a child.

It is unfair that some children live in poverty and do not have access to the necessities that enable them to have the minimum education.

The Big Possibility is that all children receive an education that enables them to be literate and numerate.

We can make a bigger difference by linking our community directly with another community in East Timor, assisting that community’s schools in ways that they determine are most appropriate. We will inspire others by establishing a sister community relationship between our local community, including the local council, schools, business groups, and voluntary organisations to assist our sister community.

Aim: We will collect and repair old bicycles and send them to our selected school for distribution.

http://www.rumad.org.au

Introduction

Work through the hypothetical.
Discuss and list any community-type activities the school is currently involved with.
Choose one of these activities and evaluate its contribution to the community, discussing with the class the following questions from the MAD Checklist:
- Does it emerge from genuine student interest and concerns, and inspire enthusiasm among all participants?
- Does it promote participation in community and civic life to address issues of social justice, responsibility, tolerance and cultural diversity?
- Does it connect with and create awareness and understanding of the needs of others?
- Does it empower all the participants of the project to take greater responsibility for their own lives?
- Does it create change and have an ongoing impact?
- Does it share its outcomes with others, inspiring them to take further action?
- Does it consider any environment, social and economic impact or outcomes (positive and negative)?
- Does it support young people to express their views and to develop critical thinking and strategic action in order to challenge the world around them?

If your current school activity can answer YES to all of the above, then you are already MAD! Congratulations.
If not, then consider how the activity can be modified to ensure that the criteria are met more fully, or whether there is another project that students will have a greater connection with.
Denmark, Norway, Slovenia, England...

OBESSU - the Organising Bureau of European Secondary Student Unions - publishes ESSIC News through its European School Student Information Centre, based in Amsterdam. In the most recent issue, there is interesting comparative information about student organisations in Europe.

Denmark:

Quest for the Power

A year and a half ago, seven Danish student organisations, representing together 600,000 students from the first year of primary school to the last year of the upper secondary school and vocational education, agreed to campaign for more influence for and engagement among students.

The analysis behind the campaign was that democracy comes from the combination of influence and engagement. In the perfect democracy, engagement leads to influence and influence increases engagement.

In August 2000, the Danish parliament passed the law of representative democracy in the educational system. The law creates new possibilities for local influence by making it obligatory for every institution in the Danish educational system to set up a Students' Council elected by and among the students. The Council has the right to elect representatives to every single commission related to students, set up by the head teacher.

According to these new rights, student organisations have to inform the students about the new possibilities of influence. Therefore the seven organisations initiated the national democracy campaign: The Quest for the Power.

The central part of the campaign is to coordinate every election of local Students' Councils to take place on the same day. This offers the possibility for media, teachers, organisations etc to focus on students' democracy on the same day. When students hear about the possibilities of influence from many different places, the election will seem a lot more serious. On the 5th September, the 7 Danish organisations planned the election of 3000 local Danish Student Councils.

In EEO (the Danish Vocational School Students' Organisation), we planned a great tour through the entire country during the period from 31st August to 4th September, visiting our member schools with a stand-up comedy show called 'Stand Up for Democracy'. In the show, famous Danish comedians talked about democracy and integration of refugees and immigrants, in a funny way - different from the way the well-known 'Student Council Nurse' would use.

'The Quest for the Power' is supported by the Danish Youth Council, Danish Labour Unions and the Department of Education. In addition to this, the European Union has supported the participation of 25 election observers from all over Europe.

Matias

Norway:

Grab the School

EON (Elev-Organisasjonen) has now started its work with the Autumn campaign for the 2001-2002 school year. The last campaign was called 'Grip Skolen', or 'Grab the School'. That campaign was about students' influence and democracy and went out to 80,000 students.

This year, the campaign is about mental health and students' psychological welfare. This campaign is supported by the Government and NGOs. EON hopes that this campaign will reach out to 100,000 students this year.

Some of the aims for this year's campaign are to put focus on students' mental health and areas that are neglected in the debate about school. To be young in today's society can be hard, and since the school day takes a lot of your time, many of the changes and challenges which affect you as a person happen at school.

Slovenia:

Protector on School Students' Rights

A school student and a teacher get into conflict. The student complains and wants to clarify the situation, but nobody seems to listen: the headmaster, the whole working collective at school, supports the teacher. The student can't find a method to make his point of view clear. Finally he stops resisting, as he wants to finish his education peacefully and successfully.

Situations like this appear very often while we are school students. As a result, students feel unsupported, not welcome and tired of school, while teachers complain about disruptive pupils. The Slovene national school student organisation (SOU-DOS) decided to change the situation in Slovene high schools, and started the project 'SOS TELEPHONE-school student ombudsman' ('Varuh dijakovih pravic'). The aim of the project is to provide students with information about their rights, help them...
to solve their conflicts with teachers and to help their positive ideas to get through to School Councils and Regional Councils.

We decided to run a telephone advisement: two telephone lines were available for school students for an hour, two times a week. We also have a home page where school students can send an e-mail or search for answers. The project was realised at the end of the 2000-2001 school year, and the telephones were at our disposal in May.

Slovene students replied with high appreciation, seen in many phone calls and questions asked through the internet.

Questions were mainly referring to the unfair grades that school students got, partial behaviour from teachers towards some individuals, and school students' rights charters.

Some others wanted to be educated about basic rules at school and violations from the teachers. They also needed help on social affairs, such as rooms at high school campuses and scholarships.

We advised school students according to the school statutes, national laws and Slovene constitution, but still most cases stayed unsettled, mostly because the school year was about to finish and we ran out of time.

Some students also got scared of the consequences that might follow and which would influence their final grade at school.

In this short period, we have learned a lot of things and realised that a lot of work still has to be done if we want the project to work properly. If we really want to help school students, it is not enough to advise them about what they can do by themselves, but we - as a national organisation - need to start changing the process.

Our future aim is to offer legal support, to provide members with concrete options that they have in a quarrel, and to cooperate with the Slovene ombudsman and his staff. It is also important to increase the promotion of the project and cooperation with similar organisations who work on the same topic.

We are aware that the project is ambitious, but so are the people working on it.

Leja Potočnik, on behalf of SOU-DOS

England:
Establishing ESSA

English students are establishing ESSA: the English School Student Association.

Well, it's been a long time coming, but it seems like OBESSU's vision for a Mission UK is finally underway ... and about time too. What on earth have the English been missing out on?

In the short time that the ESSA vision has been established, its support has been ever growing. ESSA has a clear aim and objective, and a definite place in English society amongst school students; like already existing student organisations, ESSA hopes to have an influential and positive role, both nationally and internationally.

Of course, ESSA will encounter some obstacles along its path, and getting to the stage of the profile of our fellow European school student unions will not be an easy feat to match. Nonetheless, ESSA intends to become a feature of life when it comes to schools and teaching about democracy. Just the idea of such an organisation has created a wave of interest and revived the significant roles of Student Councils in schools.

ESSA is about the general extension of human rights - the right to be heard, but partly too in England, it's a response to what might seem like a minor reform planned for English schools in 2002, when 'Citizenship' becomes a mandatory subject for secondary schools. So, with teaching about rights, participation and democracy lurking just around the corner, what better way to put the whole notion into practice than by having a student-run organisation that actively advocates the participation of young people in all matters affecting them.

ESSA, although still in the planning stages, has a drafted set of aims and objectives that it wishes to fulfill, and has held several meetings with interested young people and with government ministers. In fact, one of ESSA's aims is to facilitate a link between fellow student associations and establish a point of contact in England. ESSA, too, wants to be involved in establishing itself in Europe as a student establishment that is part of any future initiatives achieved by the European platform for student organisations. ESSA's formation will bring together students from all walks of life. In the words of the French, it's never going to be 'carte blanche' on everything; of course - but a growing number of students will begin to have a real say, thanks to ESSA.

Mehreen Malik
For further information on ESSA, please do not hesitate to contact us via e-mail at: malikmehreen@hotmail.com

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SRCs and CURRICULUM

In the last issue of Connect, we asked: How can a Student Representative Council support curriculum development? And, in turn, how can curriculum initiatives in a variety of areas, support the development of a participatory SRC?

Charles Kingston continues the series, providing some links between curriculum approaches in various Key Learning Areas and SRC activities.

In each area, there are sections about:
- How the SRC curriculum in schools supplements learning in these areas;
- Sample SRC/School Project ideas which focus on these areas;
- Related reflective question for the whole school community to link with the student leadership/student activities curriculum area.

SCIENCE & TECHNOLOGY (including COMPUTERS/HISTORY)

SRC involvement in schools supports these curriculum areas through:

a. Stimulating interest in how things work and making new discoveries;
b. Using computers for record keeping and creating project plans;
c. Requiring maintenance and care of equipment and materials;
d. Analysing problems and seeking solutions;
e. Calling upon student expertise in practical technology subjects to enhance or implement SRC or School Council inspired projects.

Some possible SRC-Inspired projects to focus on Science and Technology:

a. Work with Science staff/club to organise a Science Fair;
b. Organise a ‘Looking at the Heavens’ Astronomy night;
c. Have a student-parent-staff dinner with Scully Power or Andy Thomas - Australia’s space shuttle astronauts (or Dr. Karl);
d. Work with Science staff to incorporate problem-solving of actual school/SRC projects into normal class curriculum;

e. Offer to organise tutoring - for students in need, for grandparents or for primary children - in keyboarding, computers, woodwork, metalwork, agriculture, cooking, sewing etc.

LANGUAGES & CULTURE AND SOCIETY/SESG

SRC involvement in schools supports these curriculum areas through:

a. Practising and surviving on good interpersonal relations amongst all representatives and with staff advisers;
b. When truly representative is in tune with and inclusive of all parts of student body and a bridge to staff and community;
c. Therefore, is constantly having to translate for others, to others;
d. Seeking and utilising knowledge of and social contact with the community outside the school.

Some possible SRC-inspired projects to focus on:

a. Establish a ‘current affairs club’ to research and network with other schools, others’ lives and otherwise distant countries;
b. Make a three-year team goal to help build a school in a developing country;
c. Survey your community to discover other languages spoken in homes of students and the cultures they underpin. Contact these people as resources, then put together and offer your ‘SRC Resource Book’ of immigrants (recent ones or otherwise) to Faculties of Language, Human Society and Environment, English and any other faculty willing to use them;
d. Sponsor one or several students and your SRC Adviser to go on one of PASTA’s Overseas SRC Tours.

How can our student leadership/student activity programs train students to speak the languages of so many different peer groups and respect, utilise and integrate the many multicultural backgrounds within our diversified student bodies?

CIVICS AND CITIZENSHIP

SRC involvement in schools supports these curriculum areas through:

a. Practising volunteerism and (defying the cynical and apathetic odds) encouraging positive views of politics, government and leadership;
b. Understanding through doing (the best way) how our democracy works;
ENGLISH & HOME SCIENCE

SRC involvement in schools supports these curriculum areas through:

a. Skilling students in formal written communications such as letters, press releases, reports, evaluations, agendas and minutes;
b. Promoting and training in active listening, response, paraphrasing;
c. Making excellent use of person to person oral communications and keeping an active 'grapevine' alive for all events and unscheduled happenings around the school;
d. Requiring and providing practical outcomes for creative, effective approaches to advertising, publicity, submitting proposals, debating issues;
e. Raising the consciousness of the student body about nutrition;
f. Developing a sense of a family within a family and the consequent need to balance personal and group needs within.

Some possible SRC-inspired projects to focus on:

a. Initiate or contribute to a regular student or school newspaper;
b. Sponsor and organise journalism and photography workshops to help create the annual school yearbook;
c. Organise a Youth Forum (with other schools or intra-house/year) where participating groups prepare presentations on real issues of concern to young people in the 21st Century;
d. Lead the school in pen-pal communications (posted or email) by organising other student leader contacts through your SRC District and PASTA national/international networks;
e. With school District Student Welfare Officers and school staff, carry out a comprehensive home needs analysis and make recommendations to appropriate authorities;
f. Working with Home Science and PD staff, create periodic projects which focus school attention on one or more of these: the food we eat, the clothes we wear, the peers we keep, the space we live in.

How can our student leadership/student activity structures improve literacy across the curriculum and role model a high level of English spoken and written in our schools and homes generally?

PHYSICAL EDUCATION & INTERNATIONAL STUDIES

SRC involvement in schools supports these curriculum areas through:

a. Emphasising teamwork and good sportsmanship;
b. Keeping people actively participating in school and community affairs through encouraging a balanced approach to all activities;
c. Working to inculcate student pride in all achievements at the school, including but not exclusive to those on the sporting field;
d. Extending the Olympic Spirit through real contact with other districts, states and countries.

Some possible SRC-inspired projects to focus on:

a. Work with FE Faculty and all staff and parents interested in sport to organise skill workshops, including on coaching and refereeing;
b. Sponsor an SRC/School Cheer Squad for sporting functions. Include lots of people not "on" the SRC. (Then, as with all projects, if they’re in it, they ARE in it!);
c. Research, network with people overseas or with alternative backgrounds, then organise an International Sports Day;
d. OR an International Food Day;
e. OR a Multicultural Dress Day (DITTO above - work with them);
f. ADD Music and HAVE THE LOT. (Yeah, sure, it’s called The Olympics every two years but why not have it at your school every year?)

How can our student leadership/student activity structures cater to the health and physical needs of the student body?

GEOGRAPHY/AGRICULTURE

SRC involvement in schools supports these curriculum areas through:

a. Creating a personalised awareness of other places and people;
b. Cultivating the need to analyse and maximise school space;
c. Appreciating the limitations of finite resources and the responsibility to conserve them;
d. Providing expertise in organising excursions and workshops;
e. Developing pride in the care and presentation of projects.
Some possible SRC-Inspired projects to focus on:

a. Sponsor and Organise and Put Fun Into 'Clean Up Australia' and 'Clean Up The World' Days (Assure they are annual SRC projects);
b. Create, debate and then submit environmental resolutions (KEY WORD: SOLUTIONS) to local, state and national parliamentary bodies;
c. Hold an SRC Workshop at a local farm. If in the city, travel to a country school or an Agricultural Research Station or a Botanical Gardens for your workshop;
d. Promote the School Farm - if you have one. If not, lobby for it;
e. Work with Geography Staff to have the ISRC 2000 Recommendations from Day 3 - "The Environment: Conserving Our Future" - presented, discussed and researched as part of the Geography curriculum.

How can our student leadership/student activity structures increase global awareness and enable more students to benefit from travel opportunities?

HISTORY & LEGAL STUDIES

SRC involvement in schools supports these curriculum areas through:

a. Developing pride in active citizenship, knowledge of leadership (through the ages as well as in current affairs) and the heritage of our democratic society;
b. Applying research, inquiry and critical thinking skills to project planning, group dynamics and representative leadership generally;
c. Requiring an understanding and appreciation of constitutional laws and processes;
d. Debating real rules and personal history issues of direct relevance to student's daily and future lives and careers.

Some possible SRC-inspired projects to focus on:

a. Start (or upgrade or expand or revise) a School Hall of Fame or Honour Board. Research it to find out what past students have accomplished in their lives after high school;
b. Keep a scrapbook of events for the year and help maintain and display school archives. Create a position of 'Historian' to lead;
c. Create a Student Jury and annually review the school's rights and responsibilities documents;
d. Organise a Model United Nations (MUNA) - OR a Mock Trial - OR an Issues Forum OR Simulation Games on Historical Characters OR a Simulated Political Party or Union Conference OR a Student Parliament (visit any of these elsewhere first for role models).

EVALUATIONS and ACTION RESEARCH

SRC involvement in schools supports these curriculum areas through:

a. Requiring reflection and group analysis of the success or otherwise of a range of project initiatives and complex structures;
b. Developing both formal and informal means of recording these;
c. Examining best practice in other schools and other states and countries for ways of improving current practice or implementing new ideas;
d. Allowing (in best practice SRC structures) a highly flexible approach to the participation of all students (not just those 'elected') as specific project needs suggest voluntary involvement.

Some possible SRC-inspired projects to focus on:

a. Hold 'post-mortems' of your SRC projects, workshops, meetings, excursions, tours. Revise the next ones accordingly so that they are even more effective;
b. As student representatives from all age and peer groups, participate fully in the Annual School Reviews or periodic Quality Assurance tasks of the school or different faculties;
c. Find out all you can about SRC Districts, State, National and International projects involving active student decision-making;
d. Involve PASTA's International SRC Delegates (they WERE your representatives, remember?) from these Tours, or from ISRC, or others who attended other such networking functions. Help them follow up recommendations and implement current initiatives.

How can our student leadership/student activity structures evaluate their own constitution, daily practice and specific projects so that they can continue to grow in effectiveness and/or be better the next time?
RESOURCES: NETWORKING & SRCs

SRC involvement in schools supports these curriculum areas through:

a. Emphasising, researching and relying - as do ALL standard subject areas - on a variety of recognised human and printed resource contacts and materials from Australia AND from overseas;

b. Creatively mixing people and their ideas from many backgrounds;

c. Providing Professional Development opportunities for staff, and ‘unmatched elsewhere’ educational activities for students;

d. For those subscribing as PASTA members, access to the 6 times a year now 22 years running Australian student participation magazine titled “Connect” (PASTA’s Newsletter is only one small part of this invaluable resource for student activities and curriculum integration across all subjects and all years).

Some possible SRC-inspired projects to focus on:

a. Ensure you have a large enough SRC office with plenty of storage space and sufficient room for at least small committee meetings and skills study sessions;

b. Fill your office with resources and use it and them daily;

c. Liaise and work with teaching staff, your SRC teacher and welfare advisers, your Principal and Executive Staff, your District and State student leadership consultants. Keep them informed but persist also with being given regular information yourselves;

d. Access the NET. Check out your Department of Education Website (varies according to each state). Nationally, Go to PASTA’s Website: http://hsce.edu.au/pasta/ for information and contacts on a whole range of student leadership, representation and participation ideas and organisations;

e. Sign up for the 2002, 2003 or future PASTA Overseas SRC Tours;

f. Begin organising fund-raising now to send your SRC Adviser also.

COMING HOME & WELCOMINGS

SRC involvement in schools supports these valuable moments by:

a. Providing a recognised positive peer group organised for others;

b. Highlighting traditions and current achievements of school members;

c. Creating a climate that encourages people to get to know others;

d. Utilising experience and knowledge in new social situations.

Some possible SRC-inspired welcome to focus on:

a. Being available on call for ALL visitors to the school;

b. Visiting primary schools to prepare the way for Year 5/6 students;

c. Organising and staffed ongoing peer support for new students;

d. AND, OF COURSE, inviting your PASTA Overseas Tour International SRC Representatives (Students or Adult Advisers) to share their experiences and resources.

How can our student leadership/student activity structures welcome people to the school - for the first time or, when back at the school after representing it to others in Australia or overseas?

COMMUNICATION WITH STAFF/PARENTS

SRC involvement in schools encourages and enhances this through:

having an SRC and other student leadership/activity structures formally integrated within the overall decision-making practices of the school. For best practice, it requires SRC involvement as a natural training ground and preliminary criteria for any such School Captain, Prefect or other labelled leadership roles. Plus Staff Advisory Teams with sufficient interest, training and timetable support to do the job.

Some possible SRC-inspired projects to focus on are:

a. Staff Appreciation Days (include ALL staff, including Ancillary);

b. ANY of the subject area integration projects suggested earlier.

QR TRY

“The Great Aussie Bush Exploration Historical/Geographical/Scientific/Mathematical/Sporting Trek Development Day”

A Complete or Partial Package for Shattering Forever the Notion that Development Days are “Pupil-Free” Days - of course, can be done also on other days - provided there is plenty of flexible, lateral thinking.

(Ask PASTA for the Complete Plans of Possible Activities Involving students and parents)

How can our student leadership/student activity structures best support and benefit from the combined talents and resources of all members of the school staff, including ancillary staff?

SRC Representation to Student Body

SRC involvement in schools supports this curriculum area through:

providing an association of motivated peers who mutually respect, assist and happily learn from each other’s experiences and willingly communicate at every available opportunity.

An inspired SRC project to focus on is a workshop to develop your new team and find ways and means of best utilising your new strengths.

How can our student leadership/student activity members help these and any other returning representative delegates to effectively inform the entire student body of their experiences?

Charles Kingston, PASTA
Foundation for Young Australians
Seeking Focus Group Participants on Youth Issues

The Foundation for Young Australians (FYA) is seeking young people aged 16-23 years to participate in focus groups around issues such as youth participation, excellence and leadership. The focus groups will also explore some of the needs and issues around resourcing, information-sharing and support in the youth sector.

We are seeking participants who have experience and views about the role a Foundation can play in these areas. We are particularly interested in successful programs and also the needs identified within the youth sector.

I would like to invite you to participate in one of the groups. Any assistance you could provide in distributing this within your organisation and through your networks would be much appreciated.

FYA is a national, not-for-profit organisation committed to assisting young Australians aged up to 30 years to reach their full potential. It was formed just over 15 months ago through the merger of The Australian Youth Foundation and The Queen’s Trust for Young Australians.

FYA is devoting the remaining months of 2001 to undertaking a Strategic Review of its priority areas. The focus groups form an integral part of this process.

The groups will last about an hour and will be informal in nature with a few broad, open-ended questions about the above issues. If you or someone you know would be interested in participating in one of the groups, please notify either Lyn Hall or Eric Brace at The Foundation. Indicate the time and location of the group in which you would like to participate. If you have any questions or would like more information, please do not hesitate in contacting us.

We will reimburse reasonable travel costs.

If you would like to find out more information on the Foundation for Young Australians, please visit our website at www.youngaustralians.org

Lyn Hall or Eric Brace
Ph: 03 9670 5436; Fax: 03 9609 3246
Email: lynhall@youngaustralians.org
Eric.brace@syd.youngaustralians.org

Youth Workers in Schools Network

My name is Ben Kilsby and I am currently employed as a Youth Officer/Worker at Salisbury East High School in South Australia.

My role within the school (briefly) is to: (1) support and advocate for students ‘at risk’ (2) run or coordinate ‘bridging’ programs for students in certain areas eg employment, anger management, drug and alcohol education, healthy relationships etc (3) support SRC facilitation, education and development.

My role also includes career counselling, job placement, work experience, and the list goes on.

Although youth workers existing in schools is a new concept, the sector is opening up to these positions and (under many different names) they are popping up everywhere.

Due to the work environment and clientele these positions are very specific in their role, and therefore, can feel quite isolated in their work.

In order to share best practice, share resources and debrief, a number these workers have recently joined forces to form a ‘Youth Workers in Schools Network’

QUESTIONS...

In order to (once again) share best practice in this process, the network would like to:

(1) Take this opportunity to promote the network’s existence.
(2) Find out if there are any others that have formed, or are in the process of forming, the same type of network.
(3) Ask for any current resources that members of our network would immediately benefit from.

Ben Kilsby, Youth Officer
Salisbury East High School (SA)
Ph: (08) 8258 2070; Fax: (08) 8250 3733
Email: bkilsby@sehs.schools.sa.edu.au

Youth Australia E-mail Group

This is an e-mail list maintained by the Foundation for Young Australians.

Contact: youthaustralia-owner@yahoogroups.com
(To subscribe, send a blank e-mail to:
youthaustralia-subscribe@yahoogroups.com
To post a message to this group send an email to:
youthaustralia@yahoogroups.com )

There are a number of other youth e-mail lists, each with a specific purpose. For the low-down on the most appropriate place to post your message, see the Australian Clearing House for Youth Studies:


October 2001
TIME TO ABOLISH WAR!
A YOUTH Agenda for Peace and Justice

'time to abolish war' is a practical resource for peace and justice youth activists in the 21st century, based on campaigns that emerged out of the hague appeal for peace conference (the hague, netherlands, May 1999).

the youth agenda is a result of the contributions of many of the over 1500 young activists that participated in this historic conference. it is based on the peace and justice themes and campaigns that are most relevant to youth, including child soldiers, small arms, landmines, youth and conflict and peace education.

Get a Copy!
To order this new 60 pp activists' guide, filled with examples that young people can take on the different campaigns, fill out this form:

Upload Image

Australian contact: Peggy Michael, IYP Action Support Team
E-mail: pmichael@sydney.csa.org.au

SPIDE Pilot Schools Complete Training

Thirty two students from four schools recently completed training with the centre for adolescent health (victoria) for the student participation in drug education (spide) project. funded by deet, the principal objective of the project is to increase the level of student participation across all areas of schools' operations. To that end, a model of youth participation has been developed, and a manual of youth participation produced to guide schools through a process of auditing the existing level of participation, and then planning and implementing participation strategies.

The project team was committed from the outset to engaging young people in the pilot, so two representatives from each year level 7 to 10 and two teachers from each school were invited to training. the participating schools were bellarine secondary college, brentwood secondary college, collingwood college and mt lilydale mercy college.

Over four days, the students brainstormed, discussed, role-played and problem-solved the concepts and principles related to participation, peer education and drug education.

Guest speakers included Roger Holdsworth who provided a historical perspective to youth participation and urged schools to make meaningful, rather than tokenistic or trivial, the participation of young people, and Dot Henning from the young people's health service who delivered an update on drug issues.

Attention was given in the training to developing a healthy group dynamic amongst the school project teams and to the understanding of group processes, so that a motivated, cohesive and cooperative team could take up the challenge to lead the project back at school. Trainers were enormously impressed by the intelligence and commitment shown by these young people and early reports from schools suggest that they are primed and ready to spearhead the project at the commencement of term four.

A particular challenge of the spide project is incorporating peer drug education as a participation strategy. As with other strategies, each school will design a program tailored to the needs of its own community.

It is hoped that the success of the pilot will lead to the further promotion of youth participation and the distribution of the manual across all schools in the state. The benefits of meaningful participation of young people for both the community and the individual, in both the short term and the long term, are too important to be ignored.

(The education and training unit at the centre now offers youth participation as a subject in its post graduate program in adolescent health and welfare.)

Andrea Kelle
Project Manager, spide project Centre for adolescent health
2 gatehouse street, parkville. 3052 VIC
(03) 9345 6614
Local and Overseas Publications Received

Connect receives many publications directly or indirectly relevant to youth and student participation. We can’t lend or sell these, but if you want to look at or use them, contact us on: (03) 9489 9052 or (03) 8344 9637

Australian:

Curriculum Perspectives (ACSA, Deakin West, ACT) Vol 21, No 3; September 2001
Network News (Network of Community Activities, Surry Hills, NSW) September 2001
Professional Voice (AEU, Abbotsford, Vic) Vol 1, No 2; September 2001
YACSAround (YACSA, Adelaide, SA) 4/01, July/Aug 2001
YACVic Annual Report 2000-2001 (Youth Affairs Council of Victoria, Melbourne, Vic)
Yikes (YACVic, Melbourne, Vic) Vol 1, Ed 8; Sept 2001
Youth Research News (Youth Research Centre, Vic) Vol 11, No 3; September 2001
Youth Studies Australia (Australian Clearinghouse for Youth Studies, Hobart, Tasmania) Vol 20, No 3, September 2001

International:

Education Now (Nottingham, UK) Issue No 33, Autumn 2001
Institute for Democracy in Education - Conference Call (IDE, Ohio, USA) October 11-13, 2001
Leadership (NASSP, Virginia, USA) Vol 30 No 1, September 2001; plus Catalogue
National Coalition News (NCACS, Ann Arbor, USA) Vol 26 No 1, Summer 2001

Documents

The documents listed in this column may be of general background interest. A photocopy is available for research purposes. The length and cost (to cover copying and postage) is listed. Please order by code number.

A full, computerised index of these documents is now available from Connect for $3; this can be accessed and printed by topic, keyword etc or simply sequentially.

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<thead>
<tr>
<th>Code</th>
<th>Description/Pages/Cost</th>
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<tr>
<td>493</td>
<td>Hague Appeal for Peace: Global Campaign for Peace Education (Hague Appeal for Peace, Geneva) - assorted materials, including Youth Kit and Students for Peace and Justice (20 pp; $2.00)</td>
</tr>
<tr>
<td>494</td>
<td>r.u.MAD! Program Material (r.u.MAD? Program, Victoria) (14 pp; $1.40)</td>
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<tr>
<td>495</td>
<td>Youth and Social Action (Trust for the Study of Adolescence, East Sussex, UK) (15 pp; $1.50)</td>
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<tr>
<td>496</td>
<td>2001 MDBC International River Health Conference - Student Conference Kit (MDBC and Fire Starter Communications, October 2001) (7 pp; $1.00)</td>
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The number on your Connect label tells you the issue with which your subscription expires. Please renew promptly - renewal notices cost us time and money!

Resource Materials on Active Citizenship

Democracy Starts Here: Junior School Councils at Work

This 48-page book was produced by teachers and students from a group of schools in the north of Melbourne in 1996. Stories from 10 primary schools describe the operation and focus of their Junior School Councils. Then each school provides a brief answer to key practical questions.

An invaluable resource for developing active citizenship in primary schools!

$7 a copy (posted); $12 for 2 copies - from Connect - see back page

Back issues of Connect

Each issue of Connect contains stories about active citizenship in the classroom and in school governance. These stories of Junior School Councils (JSCs), Student Representative Councils (SRCs), classroom approaches and projects - all illustrate practical ideas for recognising and developing the active citizenship of young people.

Back copies of Connect are available (see back page): $4 for a single issue or $6 for a double issue.

An index to the contents of back issues is also available ($3).
Copy or use this form to subscribe to Connect and to order materials from Connect:

To: CONNECT, 12 Brooke Street, Northcote 3070 Victoria Australia

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- Cross-referenced index to contents of Connect back issues ($3)

Miscellaneous Resources:

- Students and Work - 1985 Connect reprint booklet #5 ($5)
- Democratic Decision Making in Schools - Victorian PEP (1987) ($3)
- Democracy Starts Here! Junior School Councils at Work (1996) ($7 or $12 for two copies)

Foxfire Resources:

- Sometimes a Shining Moment (Wigginton) ($25)
- Foxfire: 25 Years (Doubleday) ($25)
- A Foxfire Christmas (Doubleday hardcover) ($25)
- Shining Moments - Foxfire video (1 hour) (loan for 1 week: $5)

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