



WHY ARE THE VIEWS OF YOUNG PEOPLE IMPORTANT?



Student Dialogue Forum

School engagement framework
2020

Student Dialogue Forum on Climate Change

Tuesday 31 March 2020
Sydney Town Hall
Presented by C40 Cities and City of Sydney

ENGAGEMENT FRAMEWORK

Introduction

The Student Dialogue Forum on Climate Change will be held on Tuesday 31 March 2020 as part of the Sydney Climate Summit, presented by the City of Sydney and C40 Cities.

This document explains the engagement framework that underpins the event. It outlines the objectives and outcomes of the forum and documents how the event relates to the school curriculum and importance of hearing the perspectives of children and young people as we plan for the future.

Objectives

- Find out what matters to young people when it comes to local action on climate change.
- Show young people that their views on climate change and climate action are valued and that the City of Sydney and other local councils are listening.
- Provide an opportunity for young people to engage with decision-makers, including the Lord Mayor of Sydney and other Mayors on addressing climate change.
- Provide an opportunity for students to work with students from other schools in Sydney, NSW and Australia.
- Build civic engagement in young people.
- Recognise the important role of schools in building communities.

Outcomes

- Direct dialogue between local council leaders and students on climate action.
 - A message from young people to present to the Mayors for Climate Event on Wednesday 1 April 2020.
 - Video and written summary of the views and ideas discussed to share at Sydney Climate Summit events and online with the local communities of participating students.
-

Draft Program

9:30am: Arrive and register for themes

10am – 10:15am: Introduction icebreaker

10:15am – 10:45am: Our vision for the future

11am – 11:40am: Workshop local actions on five themes – what are some actions that are already happening; what new approaches could we try?

12noon – 1pm: Dialogue with the Lord Mayor and council leaders where students share their ideas and concerns

1:20pm – 2pm: Develop a message for Mayors including ideas for local action on climate change

2pm: Close

There will be two short breaks and catering will be provided.

Current data and information will be available for students to refer to. Experts across the five themes will be available to answer questions.

Themes

Living more sustainably: What are day to day actions we can do ourselves and as a community to reduce how daily life impacts on the environment?

A green economy and new technology: How can we reshape our local economies to be more sustainable, adopt new technology and use less or use resources that are renewable?

Looking after the natural environment: How can we make sure all living things have a place on our planet?

Community resilience and recovery: How do we work together as a community to prepare for and recover from natural disasters and the impacts of climate change?

Making sure the voices of young people are heard: How can we make sure the voices of young people continue to be listened to when decisions that affect the future are made?

Methodology

The Student Dialogue Forum is embedded in a framework that aligns with the United Nations Convention on the Rights of the Child, NSW School Curriculum and the role of schools as pivotal nodes of local community connection. It is based on the premise that when we make decisions that impact on the future, we should consider those with the greatest stake in the future: children and young people.

The United Nations Convention on the Rights of the Child enshrines 54 central rights that all children should have around the world. Of direct importance to the City of Sydney's engagement with children and young people including the Sydney Climate Summit is Article 12: *Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.*

Our consultation with schools allows us to uphold this right by giving a diverse range of children and young people multiple ways of expressing their opinions about the future and having those opinions taken into account alongside those of adults.

This consultation approach also responds to the City of Sydney's Social Sustainability Policy and Action Plan 2018-2028 that states: *Engaging young people in decision-making and intergenerational equity focuses on the rights of future generations to inherit the same diversity in natural, cultural, health and economic resources enjoyed by previous generations.*

To ensure our engagement with students supports the learning outcomes of schools, activities are planned with reference to the NSW curriculum, with links to Geography, Mathematics, English, and Economics. They align with the philosophy of Civics and Citizenship that underpins all of the Australian National Curriculum and allows young people the opportunity to actively participate in Australia's diverse and inclusive society.

Links to the National Curriculum

The resources utilised by our community engagement specialists when working with students, directly link to the National Curriculum and Syllabus set by Australian Curriculum, Assessment and Reporting Authority (ACARA) and The NSW Education Standards Authority (NESA).

Civics and citizenship education builds students' knowledge and understanding of the ways in which citizens can actively participate in Australia's diverse and inclusive society. Students are encouraged to develop skills such as participating in discussions, working cooperatively with others, negotiating issues and developing the ability to make decisions. These are the skills that will allow students to effectively participate in society and become responsible, informed and active citizens. (NSW Department of Education, Learning across the curriculum).

Opportunities to apply knowledge from several key learning areas are presented through the forum. Students will apply skills to real life scenarios. Outlined below are extracts from the syllabus rationale and examples of how they directly apply to the forum.

Geography

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life... (Geography K-10 Syllabus, Rationale 2012)

The forum provides a real-life experience of decision-making for communities and will explore how we organise as communities and respond to challenges as a society.

Science

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers. (Science K–10 Syllabus, Rationale 2012)

The forum will explore the current science-led conversation on climate, how it is changing, impacts and solutions. It will be informed by scientific knowledge and allow discussion around technology and the environment.

Mathematics

The Mathematics curriculum makes clear the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines. Students learn to apply their mathematical knowledge, skills and understanding in a broad range of contexts beyond the mathematics classroom. (Mathematics K–10 Syllabus, Rationale 2012)

Students will have access to data and modelling to explore in their discussions.

English

Through responding to and composing texts from Kindergarten to Year 10, students learn about the power, value and art of the English language for communication, knowledge and enjoyment. They engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres Strait Islander peoples. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts. (English K-10 Syllabus, Rationale 2012)

Students will participate in dialogue with each other, experts and decision-makers: asking questions, listening to different points of view and crafting responses. The forum will support students to develop a joint statement summarising their deliberations on the topic as well as other forms of communication that captures the views of those participating.

Economics

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life. (Economics Stage 6 Syllabus, Rationale 2009)

For senior students, the forum will provide an exploration of how economic decisions made now will affect our society in the future. The Green Economy theme will look at how climate change is affecting the economy now and will shape the economy of the future.

Some of the feedback from the Sydney 2050 Youth Summit held in 2019 by the City of Sydney.

Why are the views of young people important?

WE ARE FUTURE-ORIENTED AND CARE ABOUT OUR WORLD IN A WAY THAT IS NOT ILLUSIONARY OR VAGUE, BUT PRESSING & IMPORTANT

OUR DECISIONS WILL SHAPE THE FUTURE

WE ARE GOING TO LIVE IN THE WORLD WE MAKE

WE ARE THE FUTURE!
IT'S OUR FUTURE!
IT WILL NOT ONLY AFFECT US BUT OUR FUTURE GENERATION!

IT IS VITAL TO INCORPORATE THE PERSPECTIVES OF YOUNG LIVES AS THEY ARE THE ONES WHO WILL BE MOST IMPACTED BY THE FUTURE DEVELOPMENTS

BECAUSE YOUNG PEOPLE ARE THE ONES WHO WILL BE EXPERIENCING THE FUTURE & INFLUENCED BY WHAT COMES NEXT

WE HAVE A DIFFERENT OUTLOOK!
DIFFERENT IDEAS TO THOSE IN PHASE!

WE ARE YOUNG, SO WE HAVE A CREATIVE MIND!

YOUNG PEOPLE OFFER NEW IDEAS & PERSPECTIVES & TO ADVANCE & IMPROVE AS A SOCIETY BY SEEING WE NEED TO ENGAGE IN NEW IDEAS

WE ARE LOOKING OUT THE WORLD WITH FRESH EYES, NOT CONFINED VIEWS

I EXPECT THE GOVERNMENT TO LISTEN TO CLIMATE STRIKES BY CHILDREN MY AGE TO EVEN HAVE A FUTURE

WE HAVE A UNIQUE UNDERSTANDING OF MODERN ISSUES

A LOT OF PEOPLE MY AGE UNDERSTAND THE CONSEQUENCES OF CLIMATE CHANGE, HUMAN IMPACTS, URBAN DEVELOPMENT, IF NOT BETTER THAN THE AVERAGE ADULT

OUR GENERATION CAN DO THE JOB THAT LEADS HUMANITY INTO A FUTURE UNDER THE PARTS GOVERNMENT CAN DO (NOT PROBABLY) WITH HUMANS

WE MAKE UP A LARGE PART OF SYDNEY'S DEMOGRAPHIC. MEANING WE MATTER!!

I AM A CITIZEN OF SYDNEY AND IT WILL BE MY FUTURE THAT WILL BE IMPACTED BY THE CHOICES & DECISIONS MADE BY THE CURRENT ADULTS

IF ADULTS DON'T START LISTENING TO OUR ADVICE NOW I AM SCARED THAT BY THE TIME WE ARE IN POWER (GOVT, VOICES, ETC.) WE CAN'T ENACT OUR DESIRED CHANGE BECAUSE THEIR ACTIONS ARE IRREVERSIBLE!

WITHOUT OUR INPUT WE'LL JUST BE STUCK IN A FUTURE THAT DOESN'T SUIT OR MEET OUR NEEDS

WE WILL BE THE PEOPLE IN CHARGE, WE WILL BE THE ONES THAT LEAD THIS COUNTRY

BECAUSE ALL OF A Sudden, IT'S OUR PROBLEM! - WE HAVE TO PICK UP THE PIECES

OUR VOICES ARE IMPORTANT BECAUSE IN ORDER TO DEVELOP A BETTER & COMPLETER SOCIETY EVERY VOICE NEEDS TO BE HEARD

IF WE'RE OLD ENOUGH TO BE THE ADULTS TO KNOW WHAT A GREAT GOOD THING FOR OUR FUTURE

THE YOUTH OFTEN ARE WONDERFUL. THE DISADVANTAGES OF THE SORT OF CITIZENS NECESSARY FOR SOCIAL IMPROVEMENT IN THE FUTURE YEARS

THE VOICES OF THE YOUTH ARE THE VOICES OF THE FUTURE

WE'RE MORE THAN THE PREVIOUS GENERATION. MEANING WE WILL THINK MORE OF IT

WE ARE OLD ENOUGH TO KNOW WHAT A GREAT GOOD THING FOR OUR FUTURE

LESS COMPROMISE WITH THE PAST (HAVING SAID, LESS THAN IN IT)

CHANGE STARTS WITH THE YOUTH + YOU HAVE TO TRUST US!!

WE ARE PRESIDENT & WILLING TO MAKE & ACCEPT CHANGE

"SURPRISINGLY" TEENAGERS HAVE OPINIONS ON THINGS THAT MATTER."

WE ARE PRESIDENT & WILLING TO MAKE & ACCEPT CHANGE

YOUNG PEOPLE ARE THE PRODUCTS OF THEIR SOCIETY THAT ARE DIRECTLY AFFECTED BY THE SYSTEM IN PLACES ADULTS MAY NOT UNDERSTAND

BECAUSE OUR GENERATION HOLD VALUES THAT ARE EXTREMELY DIFFERENT TO THOSE OF ADULTS IN THE CURRENT DAY'S AGE

YOUNG GENERATIONS NEED TO BE INVOLVED & MOTIVATED TOWARDS THE FUTURE, & IF WE HAVE POWER & CONTROL OVER THAT FUTURE, WE WILL FOSTER A BRIGHTER GENERATION

WE HAVE DIVERSE OPINIONS FOR OUR FUTURE!