



Australian Government



CIVIC ENGAGEMENT YOUTH ADVISORY GROUP MEETING MINUTES

4:00PM – 6:00PM AEST
THURSDAY 9TH MAY 2024

Online via [Microsoft Teams](#)

ATTENDEES

Youth Advisory Group members	Tully
	Joshua
	Tobias
	Emma
	Jeremy
	Isabelle
	Kuba
	Faaiza
Department of Home Affairs	s 22
Office for Youth (OFY)	
Museum of Australian Democracy	s 22

POST-MEETING SURVEY

Post meeting survey link: <https://www.surveymonkey.com/r/5877328>

MINUTES

Meeting opened at 4:04PM AEST

1. Acknowledgement of Country

s 22 welcomed attendees to the meeting and delivered the Acknowledgement of Country.

s 22 provided an update on staff movements within the Office for Youth (OFY), noting she is moving to a role in the Youth Strategy team and introduced s 22 who is joining as the Civic Engagement Youth Advisory Group secretariat.

s 22 introduced s 22 and s 22 who work in the Information Integrity Team and are observing for the meeting.

2. Meeting guidelines

s 22 led a discussion on the rules of engagement for online meetings. These included:

- Take turns to speak.
- Limit speaking to 2-3 minutes to ensure enough time and space for all to contribute.
- Feel free to use the raise hand function and emojis to show support and let us know you want an opportunity to speak.
- Be respectful to other people's views.
- If you think of something you would like to add to the discussion after the meeting, feel free to add to GovTeams or email youthadvisorygroups@education.gov.au
- Information will be shared with Advisory Group members through tagged GovTeams posts and with a supporting email where needed.

3. Icebreaker activity—Most democratic thing

s 22 led an activity asking meeting attendees to share something democratic (large or small) they have experienced since the meeting in March. Members shared voting experiences, watching City Council live streams, visiting the Legislative Assembly, using civics resources with students they tutor and volunteering to provide leadership feedback.

s 22 noted this will be an icebreaker at every meeting so asked Advisors to be aware of democratic things that happen to them between now and the next meeting so that they can share with their peers.

4. s 47F reflection

s 47F shared s 47F experiences at a networking event with the former [Future Generations Commissioner for Wales](#), Sophie Howe called "Forward thinking, straight talking".

The event focused on the ways the Welsh Government engages with young people through the [Welsh Youth Parliament](#) and s 47F shared information at the event about OFY and how it engages with young people.

s 47F discussed the development and implementation of the [Well-being of Future Generations](#) initiative in Wales. This included the use of surveys and voting to shape the initiative and how the well-being goals are shaping programs and policies in Wales.

s 47F joined the meeting at 4:28pm

Future event opportunities

s 22 shared s 47F upcoming involvement in an Intergenerational Town Hall event. s 47F will share s 47F experiences in the July meeting.

s 22 noted she is currently liaising with the Department of Home Affairs Regional Directors regarding opportunities for Advisors to participate in events. Meetings will be set up for Advisors to meet with, and be introduced to, the Regional Directors along with s 22 and s 22. Please note these additional opportunities are optional and there is no obligation to participate.

s 22 outlined the event participation support process:

- OFY will coordinate a pre-event briefing with s 22 and someone from the event. This will provide the opportunity for Advisors to meet the relevant event people, discuss the plan and logistics for the day and help Advisors feel safe and supported in the lead up.
- A post-event debrief can be held if Advisors would like one to discuss the event. Please email OFY who will set this up.

s 22 reminded Advisors to be aware of confidentiality requirements and being mindful of sharing information discussed with people outside of this group.

s 22 and s 22 encouraged Advisors to reach out with questions. We want to help build your skills and provide you with opportunities.

5. Joint Standing Committee on Electoral Matters Inquiry

s 22 thanked Advisors for their contributions to the Inquiry response and explained the light edits that needed to be made to create a cohesive single submission and the inclusion of a disclaimer clarifying the Advisory Group's role. These updates have been circulated to those who made submissions for feedback. The final submission will be lodged by 24 May 2024.

s 22 notified there may be an opportunity for Advisors who made a submission to appear at a public hearing. If this does happen, Advisors will be provided with pre-hearing scaffolding to support their attendance. s 47F would be happy to participate.

6. Break

7. Definitions of media literacy, digital literacy, eSafety, disinformation and misinformation.

s 22 introduced Advisors to the concepts of media literacy, digital literacy, eSafety, disinformation and misinformation. This activity is seeking to understand Advisory Group members' perspectives on the development of resources to help support young people to engage with these ideas.

8. Breakout rooms

Group 1: s 47F and s 47F with s 22, s 22 and s 22

Participants discussed seeing concerning content shared on social media (obvious scams or hacked accounts). They noted media literacy levels varied and depended on age, access to materials about this and personal interest/care. Participants noted that it is hard to know where to access reliable, easy to understand and trusted information about media and digital literacy and this could be better included in formal schooling. For regional areas, it would be beneficial sharing information in trusted offline locations (such as post office). Participants also noted that even in young people are not actively engaging with politics, they may be seeing this information through their social media, and it is important to be able to tell who/what/where content is originating from.

Group 2: **s 47F**

with **s 22** and **s 22** .

Participants discussed best way to get information out which included short videos (30 to 60 seconds), gamification such as creating a sporting vibe to fact/bias checking. They noted that media literacy is not being clearly and obviously taught and it is up to each person to seek out this information and teach themselves. Participants also flagged it is hard to find reliable and trustworthy material on this subject and it is unclear on where to look. It was suggested media and digital literacy could be folded into other workshops or educational opportunities (perhaps framed as sourcing information on a topic).

9. Debrief

s 22 led a debrief on the breakout room discussion. Discussions included:

- Raising the profile of media literacy and building skills to understand intent, bias and author.
- Creating a reliable and trusted place to go to learn about media literacy.
- Using trusted voices in communities to help reinforce the authenticity of these resources and information.
- Use of plain English and limited jargon around information that comes from government departments and agencies.
- Using short form videos, competitions and gamification to engage and teach around media and digital literacy.
- Having school elections more closely reflect federal elections (including polling booths, political messaging and campaigning and more)
- Using trusted and reliable voices to help build reputation of

s 22 and **s 22** shared with the group how the information from these activities will be used including sharing their thoughts with colleagues within Home Affairs and across the Australian Media Literacy Alliance.

10. Questions

s 22 thanked the group for their contributions and encouraged participants to send through any additional ideas via email.

s 22 noted there will be some GovTeams posts coming up for ideas about Day of Democracy (15 September) and Media Literacy Week (21 to 25 October). Advisors are encouraged to engage with these posts and share their thoughts on GovTeams.

s 22 and **s 22** thanked Advisors for their time.

Meeting closed at 5:59PM AEST



Australian Government



CIVIC ENGAGEMENT YOUTH ADVISORY GROUP MEETING MINUTES

4:00pm – 6:00pm AEST
Thursday 4th July 2024

Online via [Microsoft Teams](#)

ATTENDEES

Youth Advisory Group members	Tully
	Joshua
	Tobias
	Emma
	Jeremy
	Isabelle
	Kuba
	Faaiza
Department of Home Affairs	s 22
	s 22
	s 22 – National Resilience Taskforce
	s 22
	s 22 - National Resilience Taskforce
Museum of Australian Democracy	s 22
Department of Social Services	s 22
Office for Youth	s 22

MINUTES

Meeting opened at 4:00PM AEST

1. Acknowledgement of Country

s 22 welcomed attendees to the meeting and delivered the Acknowledgement of Country. She asked Advisors to update their banking details for honorariums if required.

Action: If your banking details have changed, send new details to s 22 ASAP.

2. Introductions

s 22 introduced s 22 and s 22 from the Department of Home Affairs and s 22 from the Department of Social Services.

3. Icebreaker activity—Most democratic thing

s 22 led an activity asking meeting attendees to share something democratic (large or small) they have experienced since the meeting in May.

Members shared experiences of voting and elections on an ocean voyage, attending a United Nations Conference, participating in a DotMocracy activity at a conference, volunteering and visiting the Museum of Australian Democracy,

4. Work plan update

s 22 provided a brief update on how Advisors' feedback from the May meeting on misinformation and disinformation has been used. This included some of the input being shared by a Department of Home Affairs representative at an international conference and ideas generated from the meeting being shared across the Department to help inform the development of resources and information for young people.

s 22 shared that the feedback from the last meeting has been used to improve the content and design of the social media slides for the Museum of Australian Democracy and the Australian Media Alliance.

s 22 shared the slide redesigns with Advisors and further feedback was provided including the pastel colors and design was cute, the new colours may be harder to print and recommended checking the colour contrast to ensure it meets accessibility requirements.

5. National Resilience Taskforce (NRT) presentation

s 22 shared the NRT investigating options to support complex emergencies without over-relying on emergency workforces such as the Australian Defence Force. He discussed the importance of youth volunteering in emergency management, highlighting the decline in volunteering rates and the potential of young Australians to become involved. s 22 noted that young Australians have unique skills and knowledge that could greatly benefit the emergency management workforce. He discussed the potential benefits of volunteering for youth, such as gaining additional skills and knowledge for future careers.

Short break

6. Breakout rooms

Room 1: s 47F , s 22

Advisors each shared their personal experiences with volunteering. s 47F noted s 47F recent volunteering experience was for a finite time making it easier to fit in, though volunteers can return at a future date that suit them. s 47F shared the need to consider what young people get out of volunteering and make sure it is a two-way arrangement beneficial for all. s 47F noted the financial challenges of volunteering for young people who have limited time and are looking for paid employment. s 47F also shared that it can be viewed negatively by peers who are keen to leave town and find fulltime employment elsewhere. s 47F shared s 47F experience with volunteering and that most volunteers were at, or close to, retirement. s 47F note that s 47F uni has a platform that lists and records volunteering. s 47F university has a similar platform.

Room 2: s 47F , s 22

s 47F noted s 47F volunteers because of the experience and adventures as well as helping s 47F career. s 47F shared that it can be a hard sell for some people and that age restrictions to volunteer for non—profits (need to be over 18) can make it difficult for young people to participate. s 47F noted that it can be difficult to find volunteering opportunities as someone under 18 as the cost of insurance for this is very expensive. Government support to help pay this could go a long way to improving youth engagement. s 47F noted that connecting young people with volunteering opportunities they are passionate about would increase engagement. s 47F shared the challenges of transport and distance for rural and remote volunteering opportunities. s 22 asked about national service and s 47F noted this would reduce the quality of volunteering as volunteers who don't want to be there won't do the job well. s 47F shared the ADF markets well in rural areas. s 47F noted that the ADF markets well to First Nations people and it could benefit them to boost their presence in NAIDOC week s 47F noted nationally recognized training is expensive and is provided in some volunteering opportunities. This should be better promoted and would frame volunteering as an opportunity not a chore.

7. Debrief

Advisors shared their ideas with the wider group. This included:

- Being clear about what volunteer get out of the experience and that it is beneficial two-way exchange for both the volunteer and the organization.
- Promoting the opportunities you can get through volunteering such as travel for interstate opportunities or Certificate qualifications that can be used in employment.
- Noting that if you are a young person with limited time, it is often more beneficial to undertake paid employment.
- Short or limited term commitments can work well for young people who are time poor.
- A centralized “digital noticeboard” could make it easier to connect young people with volunteering opportunities.
- Reframing volunteering opportunities as an adventure such as the [NSW Regional Gap Year](#).
- Ensuring volunteering organisations are culturally safe and approachable to a diverse range of young people.
- Access to volunteering is difficult for young people in regional/rural/remote areas due to a lack of public transport and/or not having a car.
- There can be a social stigma for young people who volunteer as the benefits to doing so over (or in addition to) paid employment is not clear to a wider community.

8. s 47F

s 47F

They represented the Youth Advisory Group s 47F s 47F. s 47F noted it felt less formal than s 47F had expected with some questions s 47F had not anticipated. s 47F shared it felt good to be heard and it was important that young people are heard by Parliamentarians. s 47F also recommended reading some of the other submissions which provide insight into what other Departments, individuals and organisations are thinking in this space.

9. JSCEM inquiry survey

s 22 shared a [survey being run in conjunction with the JSCEM inquiry](#) and facilitated a brainstorm on how to share this survey more widely

Suggestions included:

- Sharing through the school leadership board
- Connecting with previous teachers and asking them to share
- Sharing with organisations Advisors are already involved with
- Sharing to volunteer groups on Facebook or Instagram noting there are different demographics for each
- Noting it may be hard to get the general youth population to engage with this

s 22 asked that members share the survey with their wider communities before the next meeting.

ACTION: Advisors to share JSCEM survey.

10. s 47F intergenerational town hall attendance

s 47F shared s 47F experiences attending the Intergenerational Town Hall, which was a consultation event for the United Nations summit on the Future of Humanity in September. s 47F noted the diverse range of ages in attendance (16 to 87 years) and how the attendees were split up across tables to promote discussion across generational lines. The group spent the day exploring how to develop effective communication between generations and to help create common goals for the Summit.

Action: s 47F will share the booklet from the Town Hall to GovTeams.

11. Questions and survey

Advisors spent 5 minutes completing a meeting reflection survey. s 22 then thanked Advisors for their time.

Meeting closed at 5:57PM AEST



Australian Government



CIVIC ENGAGEMENT YOUTH ADVISORY GROUP MEETING MINUTES

4:00pm – 6:00pm AEST

Thursday 5 September 2024

Online via [Microsoft Teams](#)

ATTENDEES

Youth Advisory Group members	Tully
	Joshua
	Emma
	Jeremy
	Isabelle
	Faaiza
Department of Home Affairs	s 22
	s 22
Museum of Australian Democracy	s 22
	s 22
Department of Social Services	s 22
	s 22
Office for Youth	s 22

APOLOGIES

Youth Advisory Group members	Kuba
	Tobias

MINUTES

Meeting opened at 4:05PM AEST

1. Acknowledgement of Country

s 22 welcomed attendees to the meeting and delivered the Acknowledgement of Country.

2. What have you been up to?

Attendees wished s 47F and look forward to hearing about the Commonwealth Youth Parliament at the November meeting.

s 22 introduced s 22 from the Department of Home Affairs, s 22 and s 22 from the Department of Social Services and s 22 from the Museum of Australian Democracy.

Action: s 47F to share s 47F experiences at the Commonwealth Youth Parliament at the November meeting.

3. Icebreaker activity—Most democratic thing

s 22 led an activity asking meeting attendees to share something democratic (large or small) they have experienced since the meeting in July.

Attendees shared experiences of peaceful protests, leadership programs in schools, school elections, liaising with various archives in America, mentoring year 11 future leaders, exploring ways for young people to engage with local government and obtaining a grant to run an event for young carers.

4. Update from the Taskforce and MoAD

s 22 provided updates to the Advisory Group since the July meeting.

There has been change of Minister for Home Affairs who is now the Hon Tony Burke MP. In addition, Mr Peter Khalil MP is the Special Envoy for Social Cohesion. Over the next few months, the Strengthening Democracy Taskforce will have a name update to the Office of Community Cohesion.

On 15 July 2024, the then Minister for Home Affairs the Hon Clare O'Neil MP launched the [Strengthening Australian Democracy Report](#) and the Advisory Group program is mentioned on Page 48.

The Resilience Taskforce has used the contributions from the July meeting to explore options to reduce volunteering barriers and incentivise young people to volunteer in the emergency services. In addition, Advisors' feedback has been used in discussions between the Commonwealth and the States and Territories to develop alternate forms of recovery and minimise the reliance on the Defence Force in emergency responses.

s 22 shared that the additional feedback from the last meeting has been used to further refine the social media tiles which have been shared in a closed Facebook group for teachers. Work is underway with the Strengthening Democracy Taskforce to develop a Fast Facts of Democracy pamphlet for International Day of Democracy on 15 September.

Advisors were informed that in the next meeting one of the discussions will centre on the development of a "Democracy in a box" resource that will be piloted in remote schools in the Northern Territory and Queensland. The resource will be for years 5 and 6 students.

Action: Advisors to consider potential activities and resources for years 5 and 6 students to link democracy to their local community.

5. Department of Social Services (DSS) presentation

s 22 and s 22 shared information about the [Strong and Resilient Communities \(SARC\) project](#). This provides grant funding to organisations for one-off, time limited projects that support vulnerable and disadvantaged people participate socially and economically through local community-driven solutions. One of the four targeted cohorts are young people aged 12 to 18 years who are or are at risk of being disengaged and/or marginalized and who have limited engagement with education/training. Advisor feedback from this session will help with better assessment of the next round of applications.

6. Discussion: social cohesion and resilience building

What sort of social cohesion and resilience building activities or projects would young people be inclined to participate in?

- Engagement is often targeted to extroverts. Need more creative ways to engage young people who are more introverted or solitary.
- There is a negative stigma, especially around teenage boys, if they are perceived as 'trying' too hard in educational settings. They therefore disengage. Programs which link education to career prospects and a better future may encourage young people to be involved.
- There is a lack of "third spaces"—places that are not home nor school - where young people can spend time and meet others. Using existing spaces and incorporating activities for young people could be beneficial—e.g. more options at the public library.
- Programs need to be paired with a fun activity (sports, gaming, art etc). Education can be woven through—people will attend if it is fun! There also need to be food on offer.
- Yarning circles are a strong way to connect with young people and removes hierarchical structures.
- [KARI](#) is a great example of a local indigenous organisation which offers multiple services in the one location for people to engage and build community including through health care, low-cost activities, afternoon snacks, games and facilitators who are occupational therapists and youth workers. There is often an engaging and non-judgemental environment for community connection.
- Pay more attention to what already exists and advertise these for increased uptake.
- Health care providers can also be an easy way to resolve barriers for young people.

What barriers stop young people from participating in social cohesion and resilience building activities or projects?

- Ensuring there are young people in the facilitation team will increase engagement. Youth facilitators can help young people feel more engaged.
- Costs can be a barrier. Free—or very low cost—activities would see more engagement.
- Branding and image—ensuring young people don't feel 'cringe' for being involved.
- Social media has two sides of the coin: it gets the word out but it can be mocked or not taken seriously. How can social media be used to unite people rather than alienate them?
- Transportation is a massive barrier for young people, so ensuring the program is located to a public transport hub makes it easier to attend. Regional and remote young people may have no way to get to a location or it is too far away.

s 47F joined meeting at 5:02pm.

Short break**7. Breakout rooms: priorities**

What are your biggest priorities, for both you and your peers?

For example: education, employment, relationships, travel, investments, health, material wealth.

- In a low socio-economic area, many move to find employment as their first priority rather than pursuing further education. Having options for life after school—travel, study, community—is important.
- Community and relationships—in particular intergenerational and intersectional community building.
- Employment is a priority in the community regardless of education. Physical health is highly promoted.
- Employment and education, but relationships are the backbone of everything.
- Getting through life paycheck to paycheck. Employment is a big priority as tertiary education options can be out of reach for young people due to distance and cost.

How do you define what a strong community is? What does it look like?

- Empathy and compassion in people to build a strong community. Small efforts on everyone's part adds up.
- A strong community has bonds that are strong enough they can withstand trauma.
- 'Working together to dismantle ideas of who you can be a community with so it is more intersectional'
- Community = mutual aid and meal trains.
- Getting to know your neighbours for the sake of knowing them. Being able to host or participate in social connections.
- Having a variety of people you can rely on. Building a group of people from multiple demographics and intergenerational groups.
- Being able to rely on others for help without expecting anything in return. Relationships are not transactional. Sharing similar values.
- Where people are strongly connected to each other—but not too much. Strong bonds without forming cliques. Welcoming of newcomers and outsiders.

Action: Advisors to consider ways to build a positive community online.

8. Conclusion

s 22 and **s 22** thanked Advisors for their time.

s 22 encouraged Advisors to consider engaging in [GovHack](#) this weekend.

The minutes will be circulated next week and will include a survey. This survey will take two minutes and Advisors are encouraged to have their say.

Next meeting will be held Thursday 7 November 4pm to 6pm AEST. Please note daylight savings will affect the time for many Advisors.

Meeting closed at 5:42PM AEST



Australian Government



CIVIC ENGAGEMENT YOUTH ADVISORY GROUP MEETING MINUTES

4:00pm – 6:00pm AEDT
Thursday 7 November 2024

Online via [Microsoft Teams](#)

ATTENDEES

Youth Advisory Group members	Tully
	Joshua
	Emma
	Jeremy
	Isabelle
	Faaiza
	Kuba
Department of Home Affairs	s 22
	s 22
Museum of Australian Democracy	s 22
	s 22
	s 22
Office for Youth	s 22

APOLOGIES

Youth Advisory Group members	Tobias
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MINUTES

Meeting opened at 4:00PM AEDT

1. Acknowledgement of Country

s 22 welcomed attendees to the meeting and delivered the Acknowledgement of Country. She then shared information about continuing with the group in 2025 including potential meeting dates in February and asking members do not publicly share about continuing until the Minister's public announcement. s 22 also shared information about an upcoming consultation opportunity on social cohesion with AYAC on Thursday 21 November at 4pm AEDT.

Action item: s 22 to email Advisors with information regarding this opportunity.

2. Introductions

s 22 introduced s 22 from the Office of Community Cohesion (OCC).

s 22 introduced s 22 and s 22 from the Museum of Australian Democracy.

3. Icebreaker activity—Most democratic thing

s 22 led an activity asking meeting attendees to share something democratic (large or small) they have experienced since the meeting in September.

Attendees shared experiences of:

- participating a workshop on food fermenting that unpacked ideas of civic engagement and democratic thinking,
- participating in a Rotary Leadership Program with fantastic speakers,
- participating in democratic decision making for the upcoming School Ball,
- being elected to the university student representative council,
- participating in state and territory elections,
- connecting with new parliamentarians,
- participating in a Freedom of Information request, and
- using electronic voting for the first time.

4. Update from the Taskforce and MoAD

s 22 provided updates to the Advisory Group since the September meeting including the Social Cohesion Conference satellite event at MoAD with 120 young people in attendance with guest speakers including the Speaker of the House of Representative, the Hon. Milton Dick.

s 22 shared about students from Canberra Grammar attending a workshop day with other schools and the world discussing the future of democracy, which included a presentation by the Office of Community Cohesion.

s 22 spoke about the [Social Cohesion Conference](#) in Sydney and the various speakers in attendance. She also noted the feedback and advice from Advisors is being used across the Department to make changes and feedback is included in conversations daily with colleagues across government. Recently the OCC presented at the 2024 OECD Global Forum and included discussion about the work of the Youth Advisory Group.

5. Update from Youth Advisors

s 47F and s 47F shared about their experiences at the s 47F Home Affairs office including learning about the work of the Department, the variety of work happening and how things worked together. s 47F

s 47F shared about s 47F attendance at the Social Cohesion Conference in Sydney and noted there were two sessions focused on engaging with young people and the Secretary of Home Affairs, s 22 commended the Civic Engagement Youth Advisory Group.

s 47F shared about s 47F participation in the [Commonwealth Youth Parliament in New Zealand](#) and attendance at the Social Cohesion Satellite Event in Canberra where s 47F interviewed Mrs. Bridget Archer MP, Member for Bass.

6. Enlighten Festival presentation

s 22 shared information about the Enlighten Festival and the theme for 2025 is *Date with Democracy*. There will be activities out the front and inside the building and they connect with the ideas of democracy.

7. Discussion: Enlighten Festival

How would you describe your relationship with democracy?

- Australia's relationship with democracy is complicated and can have lots of conflicting emotions.
- Australia's voting system is strong, and it is surprising that many countries do not enforce compulsory voting, especially in countries which have it in their legislation already.
- Australia's relationship with democracy is evolving.
- Love that you can be critical of the democratic process in a constructive way.
- s 47F, the Australian Government feels very distant. Like a friend who you text and they respond two weeks later.
- A "love/hate" relationship with democracy. At university you get a better understanding of it.
- When you start to engage with it you can see the democratic process everywhere!
- It can be a bad boyfriend who sends lots of confusing texts (a lot of jargon that can be confusing). Process can be disappointing, but it is good to have a clear democratic decision-making process.

Are there any concepts missing from the 'Dates'?

- A date with minority parties or similar.
- A date to disagree? Hash out the 'hard' topics in a respectful way.
- A date with the Commonwealth! Especially considering that Australia is a constitutional monarchy/ democratic monarchy. But, also recognising the impacts of colonisation, and how it shaped our political system.
- A date with political parties. Maybe providing an overview of major party policies and how each works to uphold democracy.
- History of democracy would be interesting too.

Short break

8. Group discussion: Election Festival

s 22 shared that the museum is popular with for voting with the election. MoAD often needs queue-based activities or give-aways.

What activities should MoAD offer visitors at an Election Festival, and how can they ensure that these appeal to young people?

- Avoid too much information and information overwhelm.
- Badges and stickers!
- Games and activities.
- Self-guided your or audio stations/tour. Possibly use a QR code.
- Game: match the party with their objectives or a historical event or decision e.g. Labor - plan to make TAFE free, etc.
- Create a game with their agenda like how Metro Trains Melbourne did with 'Dumb Ways to Die'.
- Papers they look different to the real ones that they can cast their own vote on!
- People not eligible to vote could have ballot papers for an issue affecting young people.
- A scavenger hunt with things to note down that appear along the queue.
- Interactive polling activity with tokens in clear tubes/jars placed along the queue. Vote on fun topics like sweet or savory.

How do we encourage young people to visit MoAD on polling day, even if they aren't eligible to vote, so that they can learn about democracy and engage in the electoral process?

- Connect with younger people from school age—registering from age 16.
- Advertise early that MOAD is open for voting on noticeboards and social media.
- Stickers for “Future voters” and “My first vote” badge for first time voters.
- Simulation voting activity for young folks.
- Photo booth with “First time voter” or “voter to be” sash made from paper.

9. Democracy in a Box presentation

s 22 shared information about the pilot program to send boxes to rural and remote parts of Queensland and the Northern Territory. The Box will contain content, which can be adapted to the needs of the individual school and community. The box focuses on what does democracy looks like in your community and explores themes including civic literacy, volunteering, democratic participation, and advocacy, among others.

The boxes are designed to be a gift and stay in the schools after they are sent out. There will be three types of access developed to see what works best with teachers. Boxes will be sent out and **s 22** will co-deliver with teachers in these areas with 5 schools in NT and 5 schools in QLD.

10. Group discussion – Democracy in a Box

What should MoAD consider / keep in mind while developing Democracy in a Box?

- Potentially smaller packs sent directly to individual School of the Air students.
- Printable options for School of the Air students.
- Sharing information about pre-colonisation decision making and self-governing structures of Aboriginal and Torres Strait Islander peoples. Ensuring Aboriginal and Torres Strait Islander young people can relate this to their culture and history.
- **s 22** mentioned the diversity in the books we are considering with recorded interviews to be able to provide a platform to share learnings and words. Having diverse illustrated characters is a key part of this showcasing lots of different versions of democracy.
- Something small to take home and stay at home. Worksheets often get thrown away by young people when taken home. Perhaps something tangible. **s 22** noted the potential for magnets that adults may keep.
- An activity about how to make yourself heard such as writing to a local MP.
- Engage local media/community.
- Engaging with the local Member for Parliament to connect with the school.

How can MoAD ensure that Democracy in a Box is community focused and considers how democracy is creating change for the local community?

- How are the learnings from the box shared?
- Get feedback from the schools and use this information to shape future projects.
- Something about local media—perhaps link to local newspaper?

11. Conclusion

Next meeting will be held Thursday 30 January 5pm to 6pm AEDT. Please note daylight savings will affect the time for many Advisors.

Meeting closed at 6:00PM AEDT



Australian Government



CIVIC ENGAGEMENT + CREATIVE INDUSTRIES MEETING MINUTES

4:00PM – 6:00PM AEST/AEDT
THURSDAY 3 APRIL 2025

Online via [Microsoft Teams](#)

ATTENDEES

Creative Industries Youth Advisory Group members	Aurielle
	Max
	Michaela
	Nicola
	Lucas
Civic Engagement Youth Advisory Group members	Adriel
	Emma
	Faaiza
	Isabelle
	Jeremy
	Joshua
	Kuba
	Nairwng
	Tenason
Office of the Arts	Tully
	s 22
	s 22
	s 22
	s 22

Department of Home Affairs	s 22
	s 22
Museum of Australian Democracy (MOAD)	s 22
Office for Youth	s 22
	s 22

APOLOGIES

Group/Department	Name
Creative Industries Youth Advisory Group	Alya
Creative Industries Youth Advisory Group	Charlie
Creative Industries Youth Advisory Group	Nyarath
Creative Industries Youth Advisory Group	Reede

MINUTES

Meeting opened at 4:00PM AEDT

1. Acknowledgement of Country

Meeting opened at 4.04pm with an Acknowledgement of Country

2. Introductions

- s 22 from the Office for the Arts (OFTA) introduced herself, s 22, s 22 and members of the Creative Industry Youth Advisory Group members in attendance.
- s 22 (Home Affairs) introduced attending guests from Home Affairs and s 22 s 22 from MOAD.

3. Post Youth Week Survey

- s 22 (Office for Youth) advised the first-ever Office for Youth (OFY) annual report is about to be published, and members were asked to fill out a quick survey about Youth Week using a QR code or URL provided during the meeting.
- s 22 also thanked members for their efforts returning youth advisory group program paperwork and forms.

4. Recap of the Youth Week Combined Meeting

s 22 from OFTA's Access, Participation and Inclusion team, began by reflecting on the outcomes of the Youth Week session held in Canberra. She highlighted that the session focused on what social cohesion means to individuals, with key themes shared at the session being understanding, connection, belonging, and diversity. s 22 emphasised the importance of feeling part of society at different levels and mentioned other significant themes like healthy discussions, inclusivity, cultural recognition, and participation.

s 22 shared insights from [Creating Value: Results of the National Arts Participation Survey](#), noting that over half of the respondents felt that the arts significantly impact shaping and expressing Australian identity. She also shared the result that culturally and

linguistically diverse respondents are almost twice as likely to attend First Nations arts and cultural activities compared to non-culturally and linguistically diverse respondents.

Additionally, s 22 discussed various community-based arts and culture activities already raised by the two groups that foster a sense of belonging, such as school holiday community theatre productions, museum collections, and community-led transcription of interviews. She also mentioned large-scale community murals and student-led dance festivals, with the 'Pulse Alive' festival in NSW used as an example, as further examples of arts initiatives that bring people together.

s 22 mentioned a new report on Social Cohesion from the organisation "A New Approach" titled "Belong, Trust, Connect: Policy opportunities for social cohesion through arts and culture," which discusses the complex role of arts and culture in fostering social cohesion.

s 22 concluded by sharing a short video from Kate Fielding, CEO of A New Approach, discussing how arts and culture can address intergenerational trust. The video featured Kate Fielding participating in a panel discussion at the 2024 Australian Local Government Association National Assembly, focusing on addressing intergenerational trust through arts and culture. After the video, s 22 emphasised the importance of arts and culture in addressing significant public policy issues such as productivity, mental health, social cohesion, and intergenerational connections.

5. Breakout Rooms | Session 1

s 22 commenced the discussion with the following questions:

Discussion Questions:

1. How do you think arts and cultural participation plays a role in building social cohesion?
2. How can we make sure that arts and culture in Australia is representative and inclusive of young people from diverse backgrounds?
3. How are young people connecting with their communities and governments at different levels to have their voices heard?

Discussion on how arts and cultural participation supports social cohesion – members spoke about:

- Their experience with the Pulse Alive festival, highlighting how it brought together people from different regions and backgrounds to collaborate and perform, fostering social cohesion.
- The film industry in Adelaide and how collaboration in arts can bring people together, even those who might not know each other initially.
- An art and cultural festival in their s 47F, emphasising how such events bring the community together and showcase local creativity.
- The Limelight Festival in Canberra, which includes various art forms and brings the community together.
- Attending a series of talks at the Opera House during International Women's Day, which included an art exhibit as part of the broader program. This event allowed people to connect and challenge their perspectives through art
- How arts and culture provide a comfortable space for people to share their ideas and perspectives, which is essential for community and society, especially those who don't regularly engage with the arts
- How the arts are a form of communication, and increased participation in arts can help reflect diverse community values and attitudes.

Ensuring inclusivity in arts and culture – members spoke about:

- The challenges in small areas where the younger age group is missing, and the need for perseverance to get involved in arts activities. Established 'ways of doing' community-based art events can create barriers for young people to become engaged.
- How increasing participation in arts will naturally lead to more diversity and inclusivity.
- Cost barriers in arts and humanities education, which can limit accessibility and participation.
- How the cost of entering film competitions and other arts activities can be a significant barrier for young people.

Connecting with communities and governments – members spoke about:

- The challenges of finding opportunities to engage with the government in remote areas and suggested using online resources, emailing politicians, and visiting MPs' offices.
- How highly engaged young people with established networks have more access to opportunities to communicate with the government, while those without such networks face limitations.
- The difficulty in getting peers to understand the importance of engaging with the community and government, as many young people either do not have the time or do not care.

After a short break, **s 22** welcomed everyone back from the break and handed over to **s 22** who posed the following questions:

Discussion Questions:

4. How can arts and culture help young people understand government, get involved in democratic debates, and help government understand young people's priorities?
5. How can arts and culture contribute to public discourse and freedom of expression in a democratic society?

Discussion on arts and culture and government – members spoke about:

- How cartoons with comedic satire can make government actions more accessible and easier to understand for young people.
- The long history of political satire in cartoons and how visual art, including graffiti, can depict political climates and movements.
- How art can give a voice to those who might not have one, such as young graffiti artists expressing their views visually.
- The effectiveness of memes during election times as a way to communicate party policies to young people.
- A film competition run by the NSW Parliament for young people to engage with democracy and parliamentary processes.
- An artwork competition run by the Queensland Government for young people to communicate messages to the government.
- How it would be useful for young people to have an online portal, like those available for university scholarships, for arts events and opportunities to get involved in democracy through arts and culture.
- How the education system can sometimes feel like a one-way communication experience rather than a place to share ideas, and that schools could be an effective avenue for governments and arts organisations to share opportunities for young people to engage with democracy through the arts i.e. via art competitions.

Arts and culture in public discourse and freedom of expression – members spoke about:

- Craftivism as a way to start discussions about important issues through art.
- How art allows for anonymous expression of political messages, especially through graffiti.
- How arts and culture help individuals independently determine their priorities from the government.
- How art can be a middle ground between confrontational and comfortable expression, making it more accessible and impactful.
- A historical example of how songs were used in the early 1900s by the Workers Union movement as a form of protest. They mentioned that art, including songs like "Solidarity Forever," can be used as symbols within political movements to gain attention and express fundamental rights, such as the right to protest.

Short break

6. Breakout Rooms | Session 2

Discussion questions shared in the meeting chat by [s 22](#) and [s 22](#) to guide the session:

Discussion Questions:

1. How do you think arts and cultural participation plays a role in building social cohesion?
2. How can we make sure that arts and culture in Australia is representative and inclusive of young people from diverse backgrounds?
3. How are young people connecting with their communities and governments at different levels to have their voices heard?
4. How can arts and culture help young people understand government, get involved in democratic debates, and help government understand young people's priorities?
5. How can arts and culture contribute to public discourse and freedom of expression in a democratic society?

[s 22](#) commenced the discussion by asking how arts and cultural participation plays a role in building social cohesion and how it can be made representative and inclusive of young people from diverse backgrounds.

Discussion on how arts and cultural participation supports social cohesion, and ensuring inclusivity in arts and culture – members spoke about:

- Their experience of building community through local gigs and art shows, emphasising the role of art in bringing people together.
- How arts and culture help in understanding different cultures and breaking down barriers, which can address social issues like racism.
- The importance of creating safe spaces through arts and culture, sharing their personal experience with [s 47F](#)

Role of arts and culture in understanding government and civic engagement – members spoke about:

- Attending "A Date with Democracy" at the Museum of Australian Democracy, which was engaging and informative for young people.
- How councils should make people aware of their role in organising cultural events to foster interest in democracy.
- How social media and creative videos are effective in engaging young people and conveying important messages.

Political satire and engagement – members spoke about:

- Their appreciation for political comedies like "Utopia" and "Playground Politics," which make complex topics accessible and engaging.
- The role of political cartoons in newspapers as a way to engage people in political discussions.

Music and political messages – members spoke about:

- How music is a powerful medium to convey political messages and emotions, making it easier to digest complex issues.
- An example of their younger sister using song-writing to talk about climate change and engage peers in political discussions.

Key takeaways:

- Arts and culture play a significant role in building social cohesion and understanding government.
- Political satire and creative media are effective in engaging young people in democratic processes.
- Music and other art forms can convey political messages and emotions, making complex issues more accessible.

References:

- [Election Beats - Dr Sophie Scamps](#)

7. Recap of discussion

s 22 commenced the recap from the discussions and encouraged participants to share interesting points from their breakout room discussions in the meeting chat. Members shared:

- Various insights, including the importance of political cartooning, the role of education in democratic involvement, and the use of the arts and creativity to express personal values.
- Details about an upcoming event called "Election Beats," which aims to engage young people in politics through music and keynote speakers.
- How the arts can help people to understand other cultures and break down barriers, sharing their experience at a Harmony Day event.
- Their experience working with **s 47F**, emphasizing the importance of safe spaces in creative arts.
- Their experience with a human library event, highlighting the importance of empathy and understanding in breaking down stereotypes.

8. Conclusion

- **s 22** reminded the Civic Engagement Youth Advisory Group members about their next meeting of 5 June.
- **s 22** advised members that the Creative Industries meeting scheduled on 12 May at 4.30pm will be a non-compulsory one-hour check-in meeting, instead of an advisory meeting, due to the timing of the election. The check-in meeting will provide an opportunity to share creative updates and information on government processes.

Meeting closed at 6:00PM AEDT

ACTION ITEMS – 3 APRIL 2025

Action Item	Owner	Due Date	Notes
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Provide meeting recording and finalised meeting minutes on GovTeams	OFY	18 April 2025	
Amend Creative Industries Youth Advisory Group 12 May 2025 meeting calendar invitation to a 1-hour check-in	OFY - s 22	4 April 2025	Completed
Share link to report from 'A New Approach' on GovTeams	OFTA - s 22	TBA	Completed
Update Creative Industries Workplan to reflect changes to May meeting schedule	OFTA	TBA	OFY to post on GovTeams once finalised



Australian Government



CIVIC ENGAGEMENT YOUTH ADVISORY GROUP MEETING MINUTES

4:00pm – 6:00pm AEST
Thursday 5 June

ATTENDEES

Youth Advisory Group members	Adriel
	Emma
	Faaiza
	Isabella
	Nairwng
	Tenason
	Tully
Department of Home Affairs	s 22
Museum of Australian Democracy	
Office for Youth	
Psychologist	Sam Weily

APOLOGIES

Youth Advisory Group members	Jeremy
	Joshua
	Kuba

MINUTES

Meeting opened at 4:00PM AEST

1. Acknowledgement of Country

s 22 welcomed participants from various organisations, acknowledged the traditional custodians of the land, and invited attendees to share their locations and observations about the change of seasons.

2. Introductions

s 22 introduced colleagues from the Office of Community Cohesion: s 22 and s 22
s 22 also welcomed s 22 from the Museum of Australian Democracy and Sam W. the psychologist.

3. Office for Youth update

s 22 provided updates from the Office for Youth, including:

- The appointment of Dr. Jess Walsh as the new Minister for Youth and Minister for Early Education, highlighting her enthusiasm for the Youth portfolio.
- The upcoming consultations process, which will take place from July to September, and the plan to map out locations in Australia to visit, involving Youth Advisory Group members in the process.
- Early planning for Youth Week 2026, incorporating feedback from previous years, and the intention to include opportunities like attending Question Time.
- Reminding members of the media policy, emphasising the importance of informing the office ahead of time about media engagements and providing talking points to guide discussions.

Action: s 22 to recirculate media policy to Advisors.

4. Icebreaker: most democratic thing

s 22 led an ice breaker activity where Advisors shared their most democratic experiences since the last meeting, including voting, scrutineering, and participating in political classes.

5. Meeting support

Sam W introduced himself and shared support options and discussion guidance for the meeting.

6. Presentation

s 22 and s 22 introduced the topic of combating hate, explaining the rise in hate crimes and incidents in Australia, and the department's efforts to address these issues through policy responses and engaging with young people.

s 22 discussed the establishment of an interdepartmental team within the Office of Community Cohesion to address the cumulative effects of hate crimes and incidents, and the importance of engaging young people in this effort.

7. Group Discussion One

s 22 led a discussion around three questions:

- How would you describe the impact of hate or prejudice on the community?
- How and where does hate prejudice manifest? Do you see it more online or is it happening in real life? Are the examples you have seen or obvious?
- Who do you think is responsible for addressing hate?

The key themes from the discussion were:

Online hate speech: Advisors highlighted the prevalence of hate speech in online spaces, particularly on social media platforms like Facebook, where people feel emboldened to express hate without fear of in-person confrontation.

Subtle in-person hate: Advisors noted that in-person hate is often more subtle, manifesting through snide remarks, comments, and facial expressions, making it harder to address compared to overt examples.

Isolation of perpetrators: An Advisor pointed out that individuals who perpetrate hate often isolate themselves, creating a cycle of negativity and reinforcing their prejudiced views within small, like-minded groups.

Collective responsibility: Advisors stressed the importance of collective responsibility in addressing hate, with everyone playing a role in calling out hate and providing support to those affected. Advisors discussed the difficulty of speaking up and how this can be viewed as being “woke warriors”.

Role of social media companies: Advisors discussed the significant role of social media companies in preventing the spread of hate speech by implementing stricter policies and fact-checking mechanisms. A clear difference about what content is censored on TikTok versus Instagram was discussed.

Government support: Advisors suggested that government support is crucial in providing resources and assistance to individuals at risk of radicalisation, helping them to change their behaviour and attitudes.

8. Short break

9. Mini icebreaker and welcome back

Sam W. led a discussion recalibration activity with a game of silent of Scissors, Paper, Rock.

10. Stand Up to Hate campaign video

s 22 shared the [Standing Up to Hate video](#) with Advisors and sought their feedback.

The key themes from the discussion were:

Relevance to different age groups: Advisors noted they did not recognise many of the people in the video and felt they were not the target audience for the video. Instead it would be better to see people who are more relatable.

Effectiveness of celebrities/influencers: Participants debated the effectiveness of using celebrities and influencers in campaigns. While featuring well-known figures can attract attention, real people with lived experiences provide a more authentic and relatable message.

Videos featuring real people: Advisors recommended creating videos featuring real people from affected communities, sharing their experiences and the impact of hate, to humanise the issue and provide a tangible resource for addressing hate. Two campaigns that feature community members that make the content relatable were referenced: [Kindness is Contagious](#) and [I am Not a Virus](#). The Minister's Student Council in the New South Wales Government has resources informed by people with lived experiences.

11. Group Discussion Two

s 22 facilitated a discussion around three questions:

- Are you aware of any programs that seek to address hate? Are they effective?
- Are there any additional programs or resources that you would like to see developed to address hate?
- How do you think young people can be supported to call out hate and prejudice and reduce occurrences in their communities?

The key themes of the discussion were:

Positive engagement events: Advisors suggested organising events that promote positive engagement and support for different cultures and communities, making resources available in a more accessible and engaging manner.

Safe spaces for youth: Advisors emphasised the importance of creating safe spaces for young people to connect discuss their experiences and support each other in combating hate and prejudice. Local libraries were highlighted as an excellent Third Space.

Inclusive events for Under 18s: Host events specifically for young people under 18, providing safe spaces to connect, discuss, and learn about inclusivity and combating hate. These events can be held at local libraries or other community spaces. A strong example of this was an event being facilitated by the Museum of Contemporary Art for young people under the age of 18.

Generational differences: Advisors highlighted the generational differences in language use, noting that terms and their meanings can evolve over time, creating challenges in communication and understanding between different age groups.

Importance of language: Advisors emphasised the importance of using real terminology, such as discrimination, prejudice, and bigotry, rather than euphemisms, to accurately convey the seriousness of the issues being addressed.

School and community outreach: Implement campaigns that actively reach out to educational institutions and community service areas. This approach ensures that the resources and messages are directly delivered to young people, making it easier for them to access and engage with the content.

Scripts for conversations: Develop scripts to guide young people on how to intervene and address casual hate or prejudice. These scripts can help them maintain their personal safety while effectively calling out harmful behaviour.

Representation in media: Encourage positive representation in media, including movies and TV shows that address real issues faced by different communities. This can help normalise diversity and educate the public on the impacts of hate and prejudice.

12. Conclusion

Next meeting will be held Thursday 7 August from 4pm to 6pm AEST.

Meeting closed at 6:00PM AEST



Australian Government



CIVIC ENGAGEMENT YOUTH ADVISORY GROUP MEETING MINUTES

4:00PM to 6:00PM AEST

7 August 2025

Online via [Microsoft Teams](#)

ATTENDEES

Youth Advisory Group members	Adriel
	Emma
	Faaiza
	Isabelle
	Josh
	Kuba
	Nairwng
	Tenason
	Tully
Department of Home Affairs	s 22, Office for Social Cohesion
	s 22, Office for Social Cohesion
Museum of Australian Democracy	s 22, Museum Experience and Learning
Department of Education	s 22, HASS
	s 22, HASS
	s 22, HASS
Office for Youth	s 22
	s 22, Policy and Program Office

APOLOGIES

Youth Advisory Group members	Jeremy
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MINUTES

Meeting opened at 4:00PM AEST

1. Acknowledgement of Country

s 22 welcomed attendees to the meeting and delivered the Acknowledgement of Country.

2. Introduction

s 22 introduced s 22 from the Office for Social Cohesion and s 22 and s 22 from the Department of Education HASS team.

3. Icebreaker – most democratic things

Members shared their recent experiences with being democratically engaged including volunteering at a museum and engaging with the public, having the opportunity to go on a study exchange to Poland and visiting the Polish Parliament, undertaking a study trip to the UK and visiting the Scottish Parliament house where there was a display on young people aged 16 and 17 being eligible vote and participating in the launch of the Democracy in a Box schools resource.

4. Civics and Citizenship Education presentation

s 22 set the scene by outlining the role of the Australian and state and territory governments in the school system. He also discussed the HASS Team programs including the [Civics and Citizenship Education Hub](#), the [National Schools Constitution Convention](#), and the [Parliament and Civics Education Rebate](#) (PACER) program. s 22 advised the HASS team are interested in how they can make their existing education activities and resources more useful and engaging to young people.

5. Group Discussion One

Members provided responses to the following questions.

What kinds of resources could be added to the CCE Hub to make learning CCE for students more interesting and engaging?

- The website design could be more friendly for young people. Members noted it was very text heavy, lacked colour, felt very “government”, was very white, bland and not welcoming for young people. A more colourful design, perhaps working with artists or illustrators, would make the site more inviting for young people. The design of the [Democracy in a Box resources](#) was shared as an example of design that appeals to and is engaging for multiple age groups.
- The content of the website felt very pitched towards teachers rather than learners. Members appreciated the filtering function which allowed them to sort content by year level and switch between content for teachers and learners. Several members noted the “learner” content did not seem very different or welcoming for young people. Several examples were shared as a more engaging design: the [Parliamentary Education Office](#), [Tax, Super and You](#) and the [Department of the Senate Committee Timeline](#). One member indicated they would find the content engaging now as a university student but would have disengaged as a secondary student.
- The inclusion of upcoming events related to civics and citizenship education was appreciated. Being able to sort events by location could improve navigation of these opportunities.
- The focus of the teaching activities appeared to be on content rather than ways to teach the content and make it engaging to young people. Members emphasised the importance of teachers finding ways to make teaching civics and citizenship engaging and relevant to

their students and suggest this would help teachers to feel confident in teaching civic and citizenship education.

How can new resources on the CCE hub be designed to improve retention of information?

- Members shared approaches to civics and citizenship education that they had found engaging including the use of roleplay and stepping out processes such as attending a parliamentary chamber and participating in a mock voting activity. This makes content easier to understand and therefore retain. These could be pitched at the age group and use topics that were of interest to learners. An example shared was voting on what the new animal mascot for Australia could be.
- Games and digital activities were seen as highly engaging and immersive by members. This includes websites such as the [Vote Compass](#), the [PEO's Three Levels of Government game](#), the [Daniel Morcombe Foundation activities](#) (noted as being goofy but memorable) and the suggestion of developing civics games that are short and fun inspired by the [mini games of the New York Times](#) or [Duolingo](#).
- Short form video content such as reels and/or TikToks is easily consumed and enjoyed by young people. Social media content from the Museum of Australian Democracy, the Parliamentary Education Office and Australian Electoral Commission are great examples. The 10-minute shorts of [Fizzy and Suds](#) was shared as an example of engaging short-form educational content.
- Video footage of locations (such as parliamentary chambers) rather than illustrations valuable for young people who may never visit these places and much easier to understand than a drawing.
- The use of AI for content was not supported by members. They noted this was easy to identify, made learners feel like the creators did not care enough to develop content and not engaging. They felt that AI visual content was trying to fool young people who could tell AI from real content.

What do you feel are the 5 top CCE topics young people are interested in learning to ensure that they are equipped to participate in democracy outside the classroom?

Member 1

- The practical aspects of how to vote and how it impacts the candidates that are chosen/why to vote.
How to get involved outside of the voting, contacting politicians.
- What decisions have actually changed day to day life from political means
- The workings of the lower and upper house
- The candidates and what they stand for

Member 2

- How to be involved
- Elections
- Why people should care about CCE
- Making change
- Parliament

Member 3

- Social justice issues and how young people can be advocates in manageable and accessible ways

Member 4

- How does the voting process work?

- What do ministers actually do? what does the prime minister actually do?
- How does the UK come into our parliament?
- How does parliament work?
- How can I be involved as a child?

Member 5

- What government actually does FOR you (how it effects young people's everyday lives)
- Who to contact, how you can contact and what to say when you're contacting them
- How and why our systems are different to America's
- How to deal with elections and sorting that out
- Who's doing what (what departments ministers etc.) for what issues

Member 6

- Voting
- Democracy vs other forms of government
- Everyday Democratic actions
- Parliament
- Australian specific democracy

Members 7

- How voting works
- Where to find information for elections
- Why voting is important
- How government works

Member 8

- How and why our systems are different to America's

6. Short break

7. Ice breaker and welcome back

s 22 invited members to participate in a poll on whether a hot dog is a sandwich and welcomed members back to the meeting.

8. Group discussion Two

Members provided responses to the following questions.

How can teaching of CCE be made more culturally relevant and engaging for First Nations' students?

- Members noted where possible, try to have a First Nations person teach the topic as it strengthens the grounding for the content. In Canberra there is a lot of opportunity to have First Nations people teach content such as Australian history and it would be good to see this expanded to the regions.
- One member noted there is a big divide in First Nations people in cities and First Nations people outside of cities. The focus needs to be on making the content interesting and creating engagement.
- Ensure resources are tailored to local communities and are personalised.

How do you think students from different cultural backgrounds can be better supported to learn about civics and citizenship?

- A member noted that for new Australians who are involved in the citizenship process, they are very familiar with a lot of this content.

- Members concurred that resources need to be developed and shared in a greater number of languages to improve accessibility. It is already challenging for young people with English as an additional language as they are learning content on top of language.
- It was noted that the Australian Government processes can look very clunky and difficult to navigate from the outside. Resources that compare and contrast governments of different countries may make this easier to understand.
- Members emphasised the value of learning about civics and citizenship and helping raise its profile with young people.

s 47F joined the meeting at 5:27pm

How can students be better supported to participate in the NSCC, including attracting students who are First Nations or from culturally or linguistically diverse backgrounds?

- Members recommended connecting with First Nations and culturally and linguistically diverse young people to get their input on this. Many schools have a First Nations-specific course which could help facilitate this. For example: [Indigenous Cultures and Language at Dickson College](#).
- Members noted engagement with this process can be reliant on having a teacher who promotes and encourages engagement in this process. They noted that this was an additional volunteer burden on teachers.
- Very few members had heard of this program and encouraged greater advertising to schools to raise awareness.

PACER supports students to visit Canberra, with most of the students participating at the Year 6 level. What year cohort do you think would benefit most from attending and why?

- Only one member has attended a Canberra trip when they were at school. The cost for these trips were too expensive and/or not offered at their schools.
- Members felt that attending Canberra in Years 5 and 6 may not be the best timing as students may not fully appreciate the trip and may be too young to retain the information learned. This may be the only suitable time though as it can be difficult or not on offer at secondary school.
- Members noted Year 10 would be difficult for young people as many have busy schedules with jobs and study and would be reticent to be away from home for an extended time.
- Year 9 was supported by members as they felt students would better appreciate the reason for the trip, would be more comfortable being away from home, would not have as many outside-of-school requirements and would be more memorable.

Do you have any feedback on other programs offered by the HASS Team such as the Simpson Prize?

- Members noted that the most of the winners for the Simpson Prize they had seen were from private schools and the competition was not well promoted in public schools.
- Members discussed the National History Challenge and again noted that it appeared that the winners were predominantly selected from private schools. They mentioned a number of their private schools friends had units of work and assessment pieces designed around these competitions where students at public schools participated as an extracurricular activity. Members felt this created an uneven playing field for participants.
- Members recommended that guidance and resources on how to participate and guidance on how to best structure their response would help to better support students.
- Promotion for these types of competition needs to be increased and better shared across all schools, including distance education and schools-of-the-air.

- Members noted unless there was a dedicated teacher who was aware of the programs, information did often not get shared. However, once a student wins, it helps create a culture of participation in schools.
- It was noted many public schools miss out on opportunities because of socio-economic factors affecting their lives and noted these programs have a time commitment that many students cannot achieve.

9. Conclusion

Next meeting will be held Thursday, 9 October and 4pm AEDT. Please note daylight savings will affect the time for many Advisors.

Meeting closed at 6:01PM AEST