

Bass Coast Kids as CATALYSTS

a Kids Thrive program

2021

2021 Outcomes Evaluation Report

A creative learning program promoting student wellbeing and educational engagement through community involvement and child-led social action.



Introduction

This report presents a summative evaluation of the Kids Thrive **'Bass Coast Kids as Catalysts'** pilot program delivered in Newhaven Primary School in 2021, throughout the many challenges faced by school and students during year two of the Covid-19 pandemic.



Kids as Catalysts is Kids Thrive's award-winning resilience and creative leadership program, which received the **2020 Community Philanthropy Award** from Philanthropy Australia – in partnership with Give Where You Live and Geelong Community Foundations; and the **2017 Vichealth Improving Mental Wellbeing Award** for strengthening connections between children and community groups, and empowering children to become changemakers in their communities.





Bass Coast Kids as Catalysts Pilot 2021

Newhaven Primary School

Outcomes Evaluation – Full Report

Introduction

This report presents a summative evaluation of the Bass Coast Kids as Catalysts pilot program in a combined grade 5/6 class at Newhaven Primary School in 2021. This pilot was initiated and funded by the Bass Coast Community Foundation

The Bass Coast Kids as Catalysts Program

'Bass Coast Kids as Catalysts' (BKIC) is a six-month resilience and creative leadership program. It aims to ignite and skill children to become catalysts for positive change in their local communities. BKiC builds children's resilience and leadership, educational engagement, community belonging and mental wellbeing, whilst engaging literacy, numeracy and teamwork skills. BKiC is delivered in upper primary schools, through direct training and self-directed, action-based learning over two school terms. In partnership with Bass Coast Community Foundation, the aim is to embed Bass Coast Kids as Catalysts in multiple primary schools across the region over three to four years. In 2021, the pilot program was delivered at Newhaven Primary School which will continue engaging with the program over the next two years. The program is designed to facilitate scaffolded learning of both students and teachers – building schools' capacity to continue delivering an embedded creative learning model which speaks directly to the Victorian curriculum whilst building student's educational engagement through community engagement developing their resilience, leadership, voice and agency.

In 2021, Newhaven Primary School delivered the Year 1 model – with Kids Thrive providing a suite of online learning resources and a facilitator to support teacher professional learning and program delivery.

Over two school terms, students connected with their personal values; forged values-based teams; researched, identified and engaged local community groups as project partners; conceived, co-designed, planned and budgeted a series of small, action-based philanthropic projects to benefit their local communities; and wrote persuasive applications for funding. They then pitched for funding and project support to a panel of school and community leaders, before leading the delivery of their community action projects in partnership with their selected community organisations. Students managed project schedules, finances and documentation, supported by the school, community and the Kids Thrive team. The program culminated in a community Showcase at the school assembly where students shared their project outcomes, challenges and achievements with a small audience of students and community leaders.

The program also delivered professional development for teachers in creative, action-based learning, community engagement and project development, supporting a gradual release model of program delivery - establishing the groundwork to enable teachers to step into leading the program in 2021 and beyond.

It is important to note that the school and community was heavily impacted by COVID-19 in 2021 affecting some program timelines and activities, particularly those engaging directly with the community.

Bass Coast Kids as Catalysts engages children in the later years of primary school. This vital time in a child's development - known as the 'middle years' - is characterised by rapid emotional, physical, social and cognitive development. Kids as Catalysts closely matches the needs of children in this age group, which have been summarised as 'to have good self-esteem; belong, feel connected and supported; have increasing independence in a safe environment; be able to achieve, learn and feel competent; and be heard, participate, and be listened to' (Committee on Children and Young People, 2009:17). Promotion of educational engagement and personal resilience are key to supporting wellbeing at this time of transition; and factors promoting engagement and resilience are central to the program. These include developing individual attributes such as self-efficacy, social competency, and problem-solving skills; educational competencies including self-directed learning; and supportive relationships with family, caregivers, peers, teachers, and members of the broader community (Hunter, 2012; Luthar and Cicchetti, 2000).

A logic model is attached (Appendix 1), describing the theory of change underlying the Kids as Catalysts program. In summary, the intervention comprises an innovative, child-led social change program that empowers children to engage in and take the lead in social change activities. It is delivered by Kids Thrive facilitators in partnership with educators, community groups and children, and uses arts and creativity as a learning and educational engagement strategy. It explicitly:

- Builds links and relationships between children, schools, agencies and their community.
- Develops the skills of teachers and children to investigate and understand themselves, others and their community from a philanthropic/social action perspective.
- Inspires and equips children to lead change at a community level.

Program outputs include partnerships between children, schools and community organisations to co-design and deliver local philanthropic and social action projects. The project logic maps outcomes onto a socio-ecological framework at individual, interpersonal, community and societal levels. Individual level outcomes include increased self-esteem, self-confidence, educational engagement, resilience and expanded social networks for children; interpersonal outcomes include increased connectedness between children, teachers, schools and communities; at a community level, children become active participants in addressing local issues; and at a societal level, we expect to see improved cohesion and wellbeing with children better equipped to be contributing members of society.

The program has been delivered to over 36 Victorian schools since 2011.

This evaluation of the Bass Coast Kids as Catalysts pilot program 2021 is based on teacher-observed data sets measuring demonstrated change in individual student competencies; students' self-evaluation of their sense of self and understanding of the world before and after the program; student reflections on their community and personal learning journeys; plus feedback sessions with teachers, principals, community partners, and students. These demonstrate that students respond enthusiastically to the program, with schools noticing key improvements in children's personal, social and educational outcomes including educational engagement, creative thinking, leadership, personal agency, self-esteem, student voice and mental wellbeing. The evaluation also includes a simple pre-and post-test to understand the breadth of students' trusted community connections emerging from involvement in the program.

Kids as Catalysts aims to increase child and youth confidence, capacity to identify issues of importance to them and their local communities and build their capacity to take action to address these issues. It also aims to build students' resilience, self-esteem, social connections and sense of agency by:

- Using creativity to explore their personal values and to rehearse key social and community development skills
- Promoting social inclusiveness and community connectedness
- Encouraging community cooperation and participation
- Fostering awareness and understanding of community issues
- Enacting alternative, positive pathways for children and communities in environments with few perceived options
- Exploring creative approaches to transforming challenges and obstacles into opportunities for growth.

The Evaluation

This evaluation identifies the impact of the Bass Coast Kids as Catalysts pilot program in Newhaven Primary School in 2021.

Project Logic

The evaluation has been guided by a project logic. The project logic is included as Appendix 1 at the end of this document. The project logic makes the thinking that underlies the project explicit and exposes the underlying 'hypothesis' on which the program is based. The purpose of the project logic is to be clear about the activities, outputs and expected outcomes of the project so that the correct evaluation questions are identified.

Evaluation Approach

This evaluation uses a summative approach aimed at determining the impact of the Bass Coast Kids as Catalysts pilot program during 2021. Summative evaluation is a method of judging the worth of a program at the end of the program's activities. The focus is on the outcomes achieved, changes observed in participants, and differences that have been demonstrated.

Evaluation Questions

The following summative evaluation questions have been developed for this evaluation. The questions are based on the project outputs and short-term outcomes identified in the project logic:

1. To what extent have children, teachers and community members participated in Bass Coast Kids as Catalysts?
2. What has Bass Coast Kids as Catalysts delivered?
3. To what extent have children demonstrated growth in positive social and emotional skills?
4. To what extent have children learnt and applied creative learning skills, improved their educational engagement and achieved positive educational outcomes?
5. To what extent have children learnt and applied leadership and community engagement skills?
6. To what extent has the community had a positive engagement and improved participation with the students and school?
7. To what extent have children achieved age-appropriate level or higher across all domains?
8. To what extent did students exceed the expectations of the teacher?
9. To what extent have children built their community networks?

These questions form the framework for the presentation of the Evaluation Results in the next section.

Data Collection

Key documents and data sources for this evaluation have included:

- Minutes of meetings with teachers and principal
- Student Progress Reports - detailed reports completed by teachers for each child in their class detailing demonstrated changes as a result of Bass Coast Kids as Catalysts
- Personal reflective evaluation activities with students
- Community Partner Surveys
- Teacher and Principal Evaluation interviews and surveys

Data has been analysed using a constructivist approach - based on the understanding that the “truth” of a situation is individually and collectively constructed by the people who experience it. In constructivist evaluation, it is assumed that there are many different ways of interpreting or understanding the intent and impact of an activity and that to understand the activity the evaluator must gather together those understandings from a range of sources. For a constructivist evaluator, the truth of the situation is what the people who experience it describe.

Evaluation Results

In this section, each evaluation question is answered based on an analysis of the data. A

summary of the results is provided at the end of this section.

1. To what extent have children, teachers and community members participated in *Bass Coast Kids as Catalysts* in 2021?

Data collected by Kids Thrive indicates that the program directly involved:

- 31 grade 5 and 6 students, including:
 - 4 students who identify as Aboriginal and Torres Strait Islander
 - 1 student with disabilities
 - 3 culturally and linguistically diverse students
- 2 teachers / education support staff
- 1 school Principal / educator
- 1 Kids Thrive Facilitator
- 7 local community organisations and volunteer groups (Appendix 3)
- 15 community members involved as:
 - 6 community panellists
 - 7 partnering in co-designing and supporting delivery of students' community projects
- 265 community members engaged in events
- 4200+ community beneficiaries of students' community projects. (Appendix 5)

2. What has *Bass Coast Kids as Catalysts* delivered?

During 2021 Bass Coast Kids as Catalysts delivered:

- 3 community engagement events:
 - Community Partner Information Night/Community Launch
 - Remote Student Pitch event
 - Student Assembly Showcase
- 7 philanthropic community action projects co-designed and realised by students with community partners
- 3 steering committee meetings
- 2 working group and professional learning meetings
- 1 teacher professional development session

Media Reach:

- 3527 social media engagements across Instagram, Facebook and LinkedIn
- 21479 social media reach of pages:
- Over one million audience reach for 2021 across Victoria specific to Bass Coast program including publications and radio (ABC Gippsland, ABC Regional, Phillip Island Advertiser, Sentinel Times, Gippslandia, Bass Coast Advertiser and others)

3. To what extent have children demonstrated growth in positive social and emotional skills?

Teachers provided Student Progress Reports identifying their observed impact of Bass Coast Kids as Catalysts on each students' demonstrated behaviour. The progress reports include five areas of relevance to this evaluation question - self-confidence, teamwork, empathy, respect for individual differences and equity. The progress reports indicate that:

- 87% of students demonstrated improved self-confidence as a result of participation in Bass Coast Kids as Catalysts
- 93% demonstrated improved teamwork
- 84% demonstrated improved empathy
- 94% demonstrated improved respect for individual differences
- 74% demonstrated improved equity - allowing everyone to learn.

4. To what extent have children learnt and applied creative learning skills, improved their educational engagement, and achieved educational outcomes?

Student Progress Reports include five dimensions of relevance to this evaluation question: engagement, self-directed learning, perseverance, literacy and numeracy.

The Student Progress Reports indicate that:

- 97% of children showed improved educational engagement - willingness to participate in class through their involvement in Bass Coast Kids as Catalysts
- 90% of children demonstrated improvement in self-directed learning
- 81% demonstrated increased perseverance
- 81% demonstrated improved in literacy
- 84% demonstrated improved numeracy

It is important to note that Bass Coast Kids as Catalysts is not delivered as a literacy and numeracy program. However, we include this data at the request of schools who wish to understand the impact of the program on this core curriculum.

5. To what extent have children learnt and applied leadership and community engagement skills?

Three dimensions in the Student Progress Reports are relevant to the development and application of leadership and community engagement skills by children - leadership skills, community engagement and social awareness.

The Student Progress Reports indicate that:

- 81% of children demonstrated improved understanding and practice of leadership skills
- 94% demonstrated improved understanding and capacity to participate in community engagement
- 94% demonstrated improved social awareness

6. To what extent has the community had a positive engagement with students and the school?

Data shows Newhaven Primary School developed new or stronger links with:

- 7 local community groups
- 15 community members who were engaged in the program
- 265 community members engaged in events
- 4200+ community members who benefited from student community projects.

Students forged relationships with key members of community groups with whom they partnered.

7. To what extent have students achieved age-appropriate level or higher across all domains?

Analysis of data from the Bass Coast Kids as Catalysts evaluation indicates the following changes in the percentage of students achieving age-appropriate levels or higher (as assessed by their teachers) in each domain at the beginning and at the end of the program:

	Age-appropriate levels at	
	Beginning	End
Social and Emotional Skills		
• Confidence	45%	81%
• Teamwork	45%	74%
• Empathy	58%	87%
• Respect for individual differences	52%	87%
• Equity (allowing everyone to learn)	52%	77%
Creative Learning Skills		
• Engagement	45%	87%
• Self-directed learning	45%	90%
• Perseverance	42%	81%
• Literacy skills	71%	90%
• Numeracy skills	29%	45%
Leadership		
• Leadership skills	39%	71%
• Community engagement	45%	90%
• Social awareness	48%	94%

8. To what extent did students exceed the expectations of the teacher?

- 48% of students exceeded the expectations of the teacher.

9. To what extent have children built their trusted community networks?

(Appendix 4)

Children responded to the question: 'How many people can you talk to about things that matter to you?' by filling in a simple graphic representation of their community support networks both pre- and post-program. Students indicated the following median increases in access to trusted community support networks, including:

- 52% increase in positive connections with other students at school
- 80% increase in connections with kids outside school
- 34% increase in trusted connections with adults at school
- 32% increase in trusted connections with adults in the community
- 3% increase in family connections

Summary of Evaluation Results in 2021

Question	Result 2021
1. To what extent have students, teachers, and community members participated in Bass Coast Kids as Catalysts?	<p>31 students in grade 5 and 6 participated</p> <p>2 teachers / education support staff</p> <p>1 school principal / educator</p> <p>7 community organisations / volunteer groups</p> <p>15 community members directly involved</p> <p>265 community members attended events</p> <p>4200+ community member beneficiaries of student projects</p>
2. What has Bass Coast Kids as Catalysts delivered?	<p>3 community engagement events</p> <p>7 community action projects led by children</p>
3. To what extent have students demonstrated growth in positive social and emotional skills ?	<p>87% increased confidence</p> <p>93% improved teamwork</p> <p>84% improved empathy</p> <p>94% improved respect for differences</p> <p>74% improved equity – allowing everyone to learn</p>
4. To what extent have students learnt and applied creative learning skills, improved educational engagement and achieved educational outcomes ?	<p>97% improved engagement - willingness to participate</p> <p>90% improved self-directed learning</p> <p>81% increased perseverance</p> <p>81% improved literacy</p> <p>84% improved numeracy</p>
5. To what extent have students learnt and applied leadership and community engagement skills?	<p>81% improved leadership skills</p> <p>94% improved community engagement</p> <p>94% improved social awareness</p>
6. To what extent has the community had a positive engagement with students and the school?	<p>Newhaven Primary School developed positive connections with:</p> <p>7 local community groups</p> <p>15 community members engaged in program</p> <p>4200+ community members benefiting from student community action projects</p>

7. To what extent have students achieved **age-appropriate levels** across all domains?

	2021	
	Before	After
Confidence	45%	81%
Teamwork	45%	74%
Empathy	58%	87%
Respect for individual differences	52%	87%
Equity	52%	77%
Educational Engagement	45%	87%
Self-directed learning	45%	90%
Perseverance	42%	81%
Literacy skills	71%	90%
Numeracy skills	29%	45%
Positive Leadership skills	39%	71%
Community engagement	45%	90%
Social awareness	48%	94%

8. To what extent did students **exceed expectations** of the teacher?

48% of students exceeded teacher expectations

9. To what extent have students **increased their trusted community networks**?

52% increased connections - **students at school**
80% increased connections - **kids outside school**
34% increased connections - **adults at school**
32% increased connections - **adults in community**
3% increase in positive **family connections**.

CONCLUSION

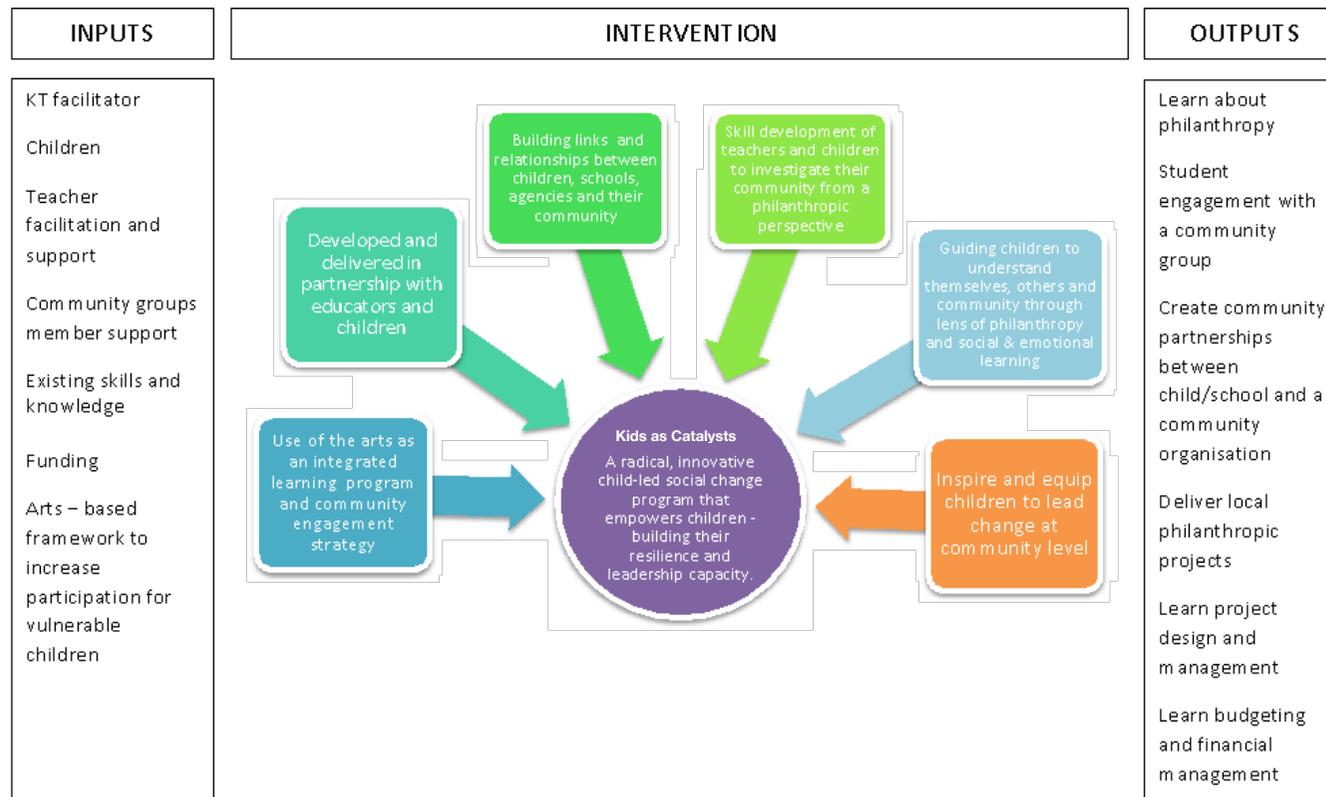
Based on the above results, it is possible to conclude that:

<p>Bass Coast Kids as Catalysts builds children’s resilience by significantly improving their:</p> <ul style="list-style-type: none">• Self-confidence• Teamwork• Empathy• Respect for individual differences• Equity• Educational engagement• Self-directed learning• Perseverance• Literacy and numeracy• Leadership skills• Community engagement• Social awareness	<p>Bass Coast Kids as Catalysts also makes a significant contribution towards improved:</p> <ul style="list-style-type: none">• Safe community networks for children• Engagement of families with schools• Connection between schools and local community groups	<p>Bass Coast Kids as Catalysts enhances educational engagement by improving children’s:</p> <ul style="list-style-type: none">• Community engagement• Willingness to participate• Involvement in real-world learning• Social awareness• Creative problem solving
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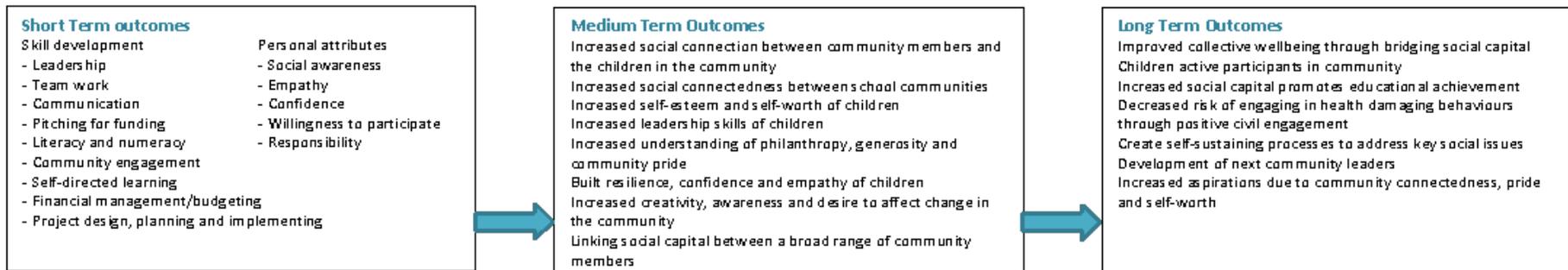
Bass Coast Kids as Catalysts is based on sound evidence of the value of creativity in engaging and educating children; and builds an evidence base for the value of community engagement as a key tool for building educational engagement.

BKiC delivered a successful program, with evidence from this evaluation indicating the program has improved children’s personal, educational and social capacities; built links between families, schools and community groups; and extended children’s trusted community networks. From these results, we can draw the conclusion that the Bass Coast Kids as Catalysts pilot program contributed significantly to building children’s resilience and educational engagement even during the many challenges of the COVID-19 pandemic, including regular program delays, interruptions and inability for community partners to work directly with many groups.

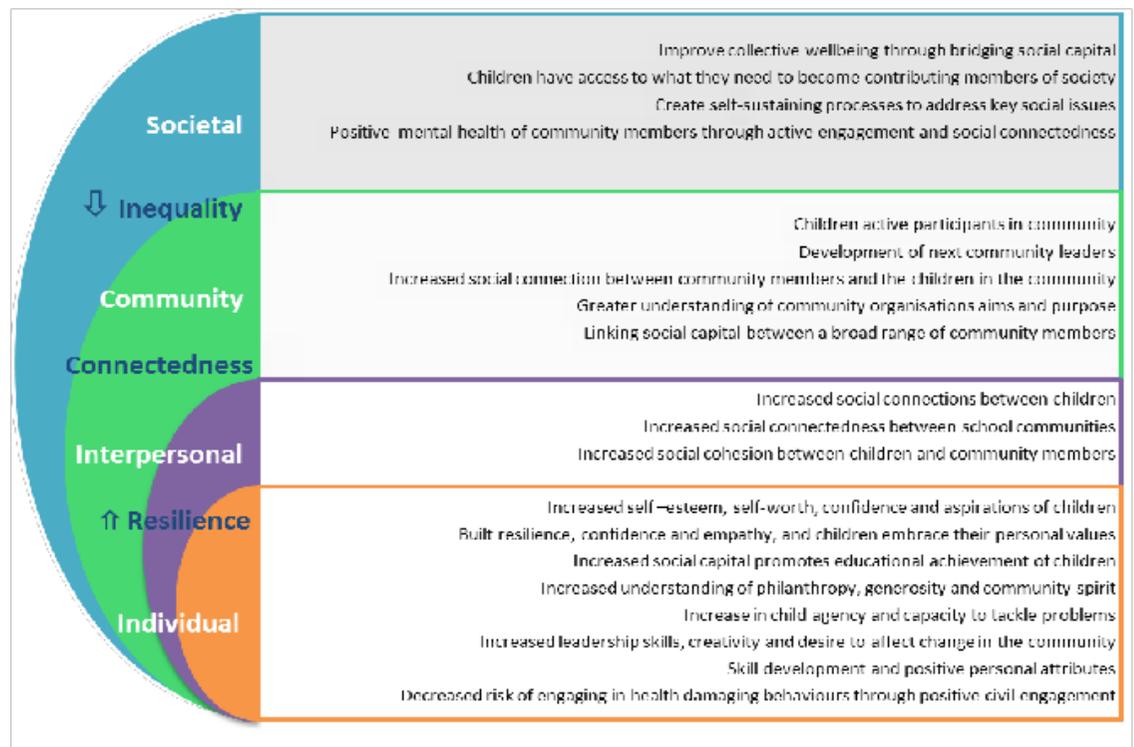
APPENDIX 1: Kids as Catalysts Project Logic



OUTCOMES



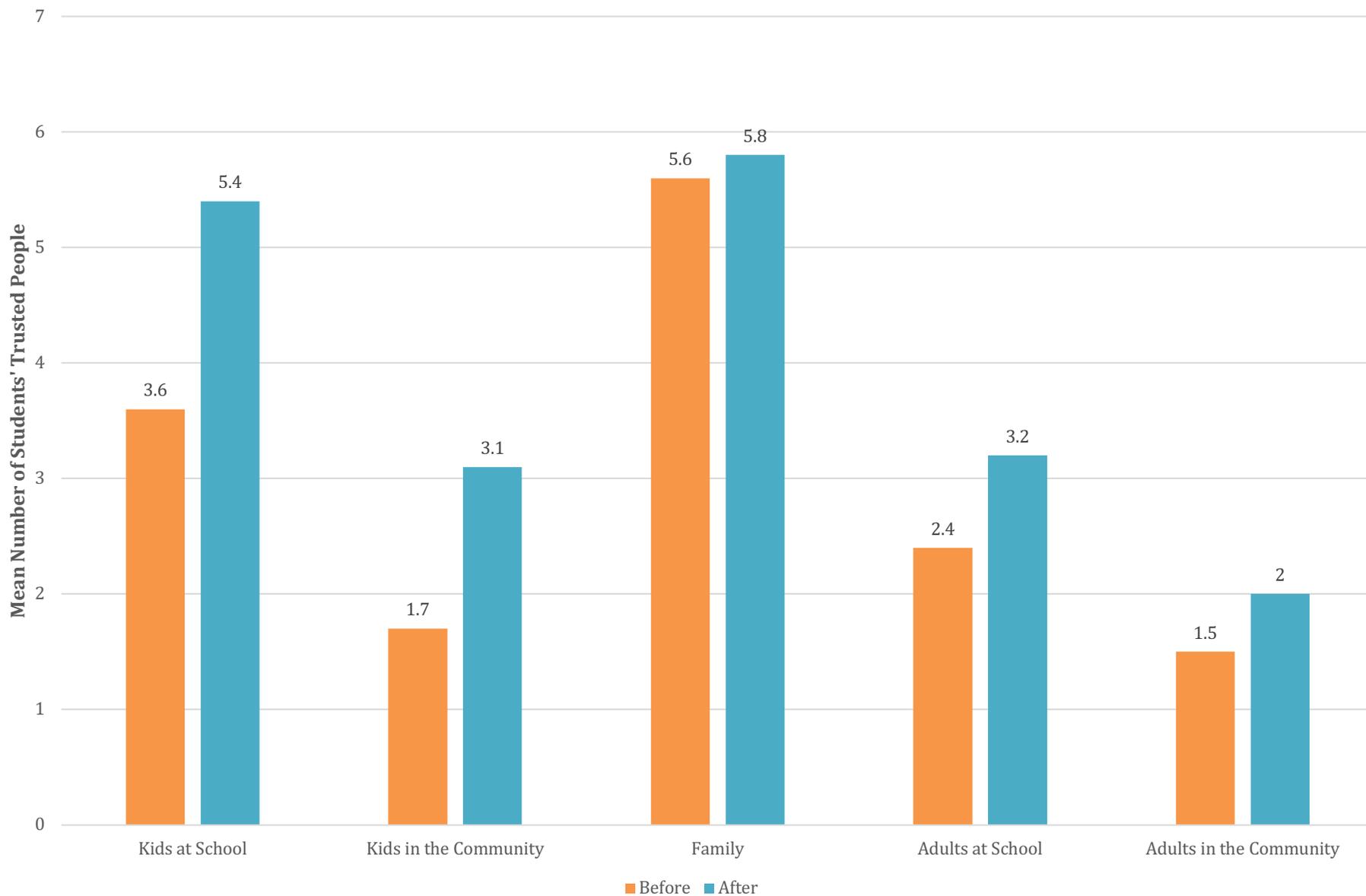
Kids as Catalyst outcomes mapped against the socio-ecological model



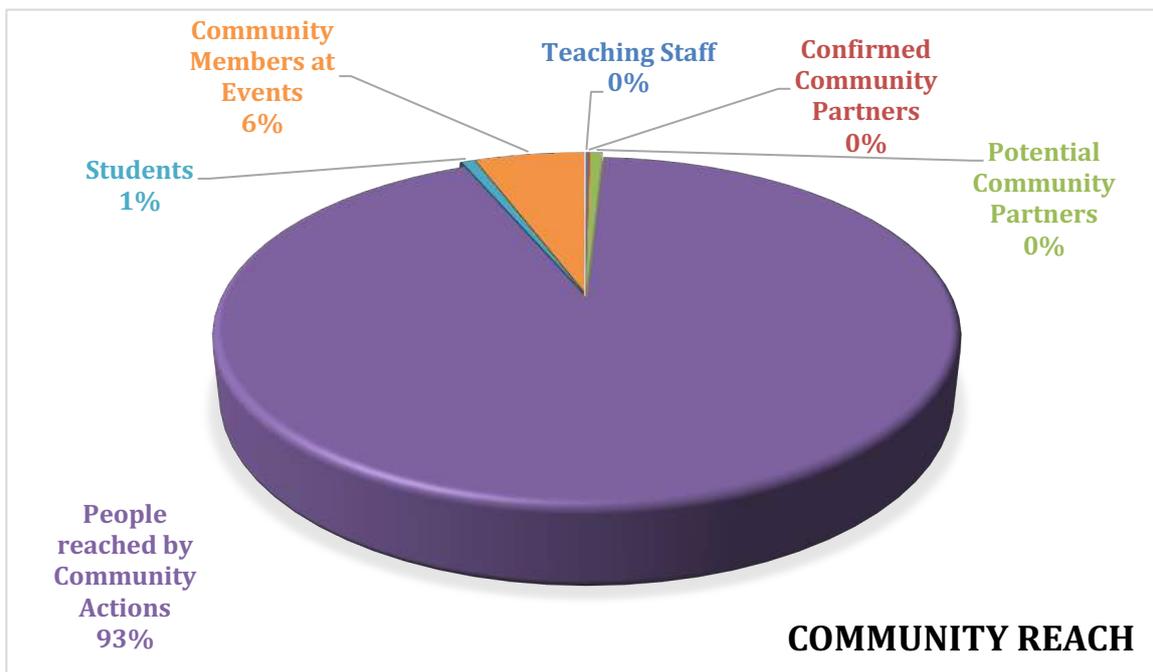
APPENDIX 3: Bass Coast Kids as Catalysts 2021 – Newhaven Primary School Student Community Action Projects

Project Name	Community Partner	Project Description	Students' Concerns
The Hand Builders	Free 3D Hands	Making two 3D hands - one to go to a child and the other for the school as reminder that KiC can make change in the community.	Helping disabled kids that need assistive devices.
Life Savers	Maru Koala and Animal Park	Going to Maru Koala and Animal Park to help out with the animals and make shelters.	Animals not having enough shelter or a home to keep them safe and warm.
Kids are Cool	Phillip Island YMCA	Creating a mural with kids and adults working together, encouraging kids to have their own voice.	Kids need an equal say and should be able to make their own decisions
We Support	San Remo Bowls Club	Purchasing new kids lawn bowls to enable more children to play there with the Elderly at the San Remo Bowls Club.	The Elderly do not get to spend much time with the younger generation to enjoy their time together
Kids in the Ring	Bass Coast Boxing	Sponsoring a child with a culturally diverse background and help pay their boxing fees and insurance for two months.	Cultural diversity and ensuring everyone feels confident.
Gen DA	PICAL (Phillip Island Community & Learning Centre)	Offering tea, coffee, biscuits, cakes and slices for the volunteers and staff who have donated their time to help women dress up and feel confident for job interviews.	The lack of tolerance and inclusion of all groups and to build a stronger overall community.
Clean Breathing	Totally reNewable Phillip Island (TRPI)	Making posters as well as write to the Prime Minister and Jordan Crugnale MP.	Getting out the word about Global Warming.

APPENDIX 4: Changes in Students' Trusted Social Networks 2021



APPENDIX 5: Reach of Kids as Catalysts in Bass Coast 2021



Role/Community Group	People Reached
Teaching & Support Staff	4
Community Partners (confirmed)	7
Potential Community Partners (excl. final selection)	29
Community Reach of Student Actions	4276
Students	31
Community Members at Community Information Night, Pitch, Showcase Assembly Event	265
TOTAL	4612

Community Reach of Student Actions (data provided by community partners)	People Reached
Free 3D Hands	4004
Maru Koala and Animal Park	3
Phillip Island YMCA	150
San Remo Bowls Club	75
Bass Coast Boxing	24
PICAL (Phillip Island Community & Learning Centre)	15
Totally reNewable Phillip Island (TRPI)	5
TOTAL	4276

Appendix 6: COMMUNITY PARTNER RESPONSES

Bass Coast Kids as Catalysts Community Partners were sent an online survey at the end of the 2021 program requesting responses to questions about their insights and experiences of the program, and their engagement with the students and school. We received responses from only 3 of the 7 community partners, with the response rate affected by COVID-19 restrictions, and decreased opportunities for community partners to engage personally with the students.

100% would recommend the Bass Coast Kids as Catalysts program to other community groups.

1. Was there a benefit for you in participating in the program?

It was fantastic to be connected to the kids and local community. Having them come into our space and being able to share our ideas and guide them was great.

To continue building relationships with the Newhaven PS students.

2. Was there a benefit to your organisation or group in being involved in the program?

I felt like I was able to make an investment in the next generation.

Great to see kids broadening their knowledge around making ideas come to fruition.

3. Did you perceive any benefits for the students involved?

Yes, I saw increased confidence, the opportunity to gain real world experience and the chance to put a smile on the face of a child with a difference.

4. Did you gain any insights from your involvement in the program and with the students?

We were able to understand how transferrable our processes are for children. Including design, printing and assembling a device.

Was good to watch them figure things out and problem solve as a group.

5. Did you feel a strengthened relationship with the school?

Absolutely. We have since reached out to offer to participate in next year's program which will hopefully not be affected by the pandemic. We are relocating to within walking distance of the school so the logistics will be much easier next time.

6. Did other staff or volunteers in your organisation think the partnership with the students was positive?

Yes, the staff absolutely loved having the kids in the lab and factory. Our organisation is centred around helping children so staff were only too happy to make time to engage with local kids.

7. What skills did you see the students using during the project?

Community Partners listed a wide range of skills they observed students using to achieve their community actions:

Relationship building

Confidence

Courage

Problem solving

Inquiring

Thinking skills

Public speaking,

Budgeting

Teamwork

Networking

Following instructions

Talking to adults they don't know

8. 100% of community partners would be involved in the program again.

We hope to continue to be a part of Kids as Catalysts in years to come.

A great initiative that has the potential to be a great learning tool. COVID-19 obviously made it more challenging, but definitely worth giving another go.

I can say that I am grateful that Kids as Catalysts exists and is doing their best in challenging times to be effective.

9. What would you say are the strengths of the program?

Showing kids what is in their local community and allowing them to participate in a meaningful way. I think having something to show for their efforts really instils the message of helping others.

I thought your first night engaging with the school and people from the community was highly effective in getting your points across. Very organised.

It's a good way to network with kids and hear their ideas and meet staff at the school.

10. Can you share a moving moment?

When we received the video from the recipient of the hand that the kids put together, and they were able to see the smile on her face, that was very special.

It was great to see the kids' passion and energy.

11. What do you think is the most significant change that occurred because of the program?

Building of community connection.

I think it is the strengthening of our relationship with the school and the future students. We are excited to work with them more in the future.

APPENDIX 7: Student Insights

My Discovery about Myself

- I can be myself.
- I can connect with kids.
- If you do nothing, nothing will get better.
- I can be a catalyst.
- You can help the community no matter what age.

My Discovery about my Community

- Though it might not seem like it, lots need help.
- People want to help. People want to be connected. People care.
- Sometimes they need help just as much as us.
- We all go through bad times but we always make it through.

My Buzz about our Community Action

- Realising we can make a difference.
- Doing the play to get the money.
- Leaving school to see the animals.
- Pitching for the money.
- Having conversations.
- Meeting our Community Action Partner.

My Discovery about Learning

- Learning is different now! Learning is fun!
- I can if I try.
- Learning isn't about maths, it's about the world.
- Learning is important.
- You should always treat people the way you want to be treated.
- We have to be patient.

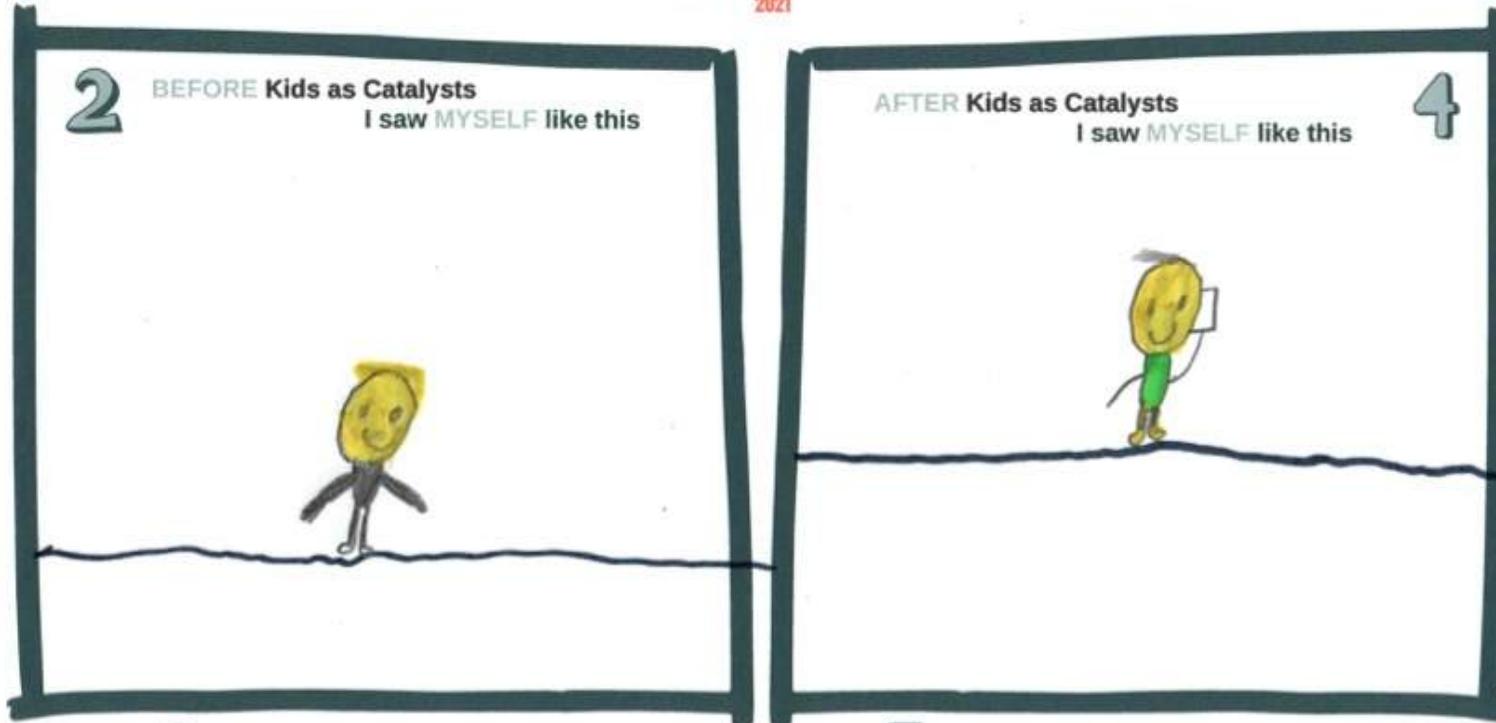
My Message to Future Catalysts

- BE BOLD and believe you make a difference.
- Kids as Catalysts is a fun, learning, interesting, hard activity so have fun.
- Try your best even if you don't like it.
- Help your community in whatever you are doing.
- Please don't give up, show the true you to the world.

APPENDIX 8: Students' Self-Evaluation Drawings

How I saw MYSELF before and after Bass Coast Kids as Catalysts

HAVE I CHANGED? Please draw pictures



3 Anything you'd like to say?

I was nervous talking to people



5 Anything you'd like to say?

I'm not scared to talk to anyone now

HAVE I CHANGED? Please draw pictures



3 Anything you'd like to say?
didn't think

5 Anything you'd like to say?
I Think now

Brought to you by



HAVE I CHANGED? Please draw pictures



2 BEFORE Kids as Catalysts
I saw MYSELF like this

4 AFTER Kids as Catalysts
I saw MYSELF like this

3 Anything you'd like to say?

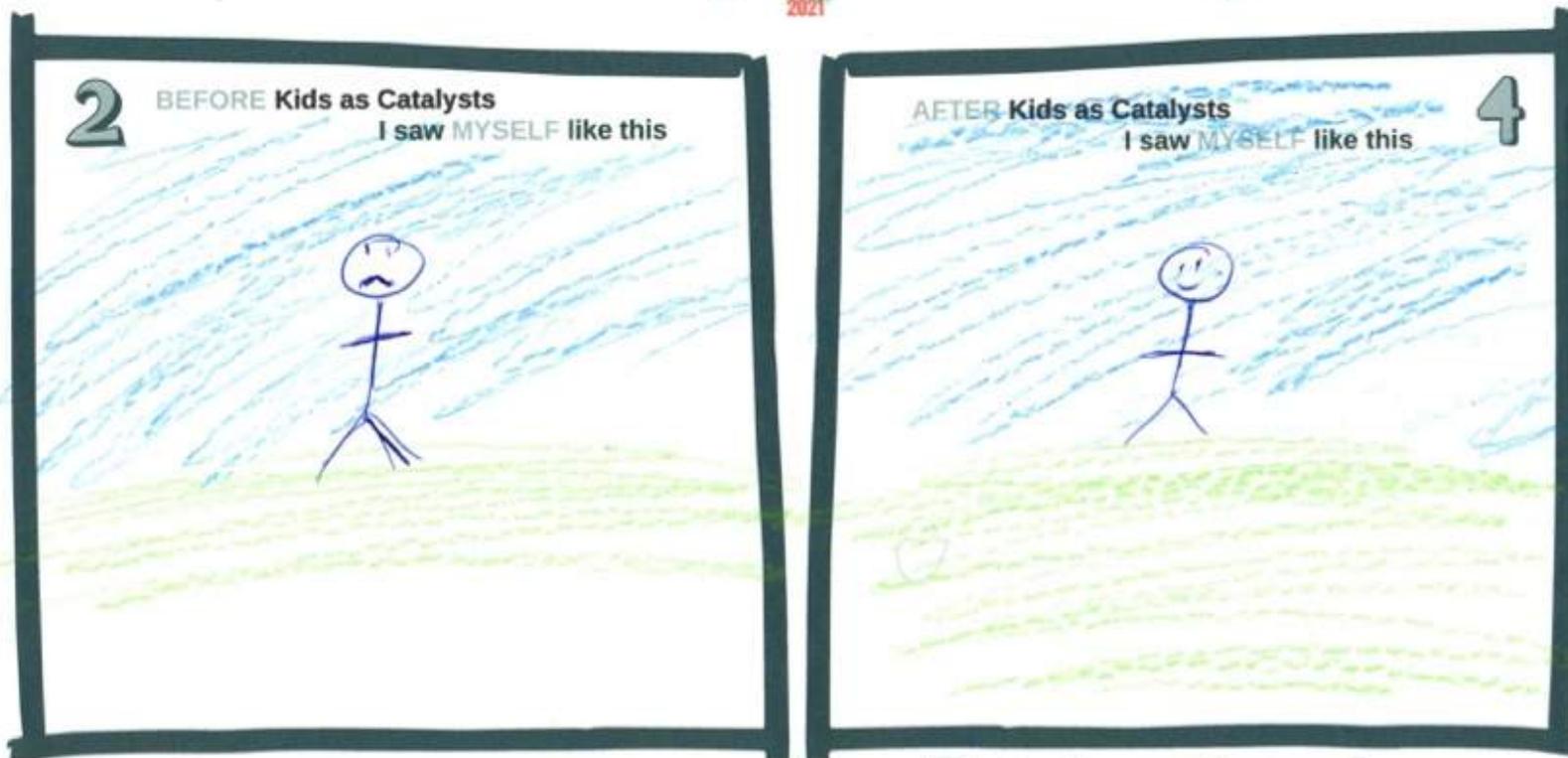
Separate

5 Anything you'd like to say?

Connected + together



HAVE I CHANGED? Please draw pictures



3 Anything you'd like to say?
Not doing much.

5 Anything you'd like to say?
Feel like I ~~did~~ made
an impact in
someones lives.



HAVE I CHANGED? Please draw pictures



2 BEFORE Kids as Catalysts
I saw MYSELF like this

scared

A simple line drawing of a person's head and shoulders, wearing glasses. The person has a slightly downturned mouth and wide eyes, conveying a sense of nervousness or fear.

AFTER Kids as Catalysts
I saw MYSELF like this

confident

A simple line drawing of a person's head and shoulders, wearing glasses. The person has a wide, happy smile and relaxed features, conveying a sense of confidence.

3 Anything you'd like to say?
before I was scared

5 Anything you'd like to say?
I'm a ref.



HAVE I CHANGED? Please draw pictures



2 BEFORE Kids as Catalysts
I saw MYSELF like this



AFTER Kids as Catalysts
I saw MYSELF like this

4



3 Anything you'd like to say?

I was bored at
School and didn't
know I could help the world



5 Anything you'd like to say?

I know now know
I can help the planet

HAVE I CHANGED? Please draw pictures



2 BEFORE Kids as Catalysts
I saw MYSELF like this

I thought that the world was fine until kids as catalysts stepped in.



3 Anything you'd like to say?

4 AFTER Kids as Catalysts
I saw MYSELF like this

But after a while you realise the world ISN'T what you think.



5 Anything you'd like to say?

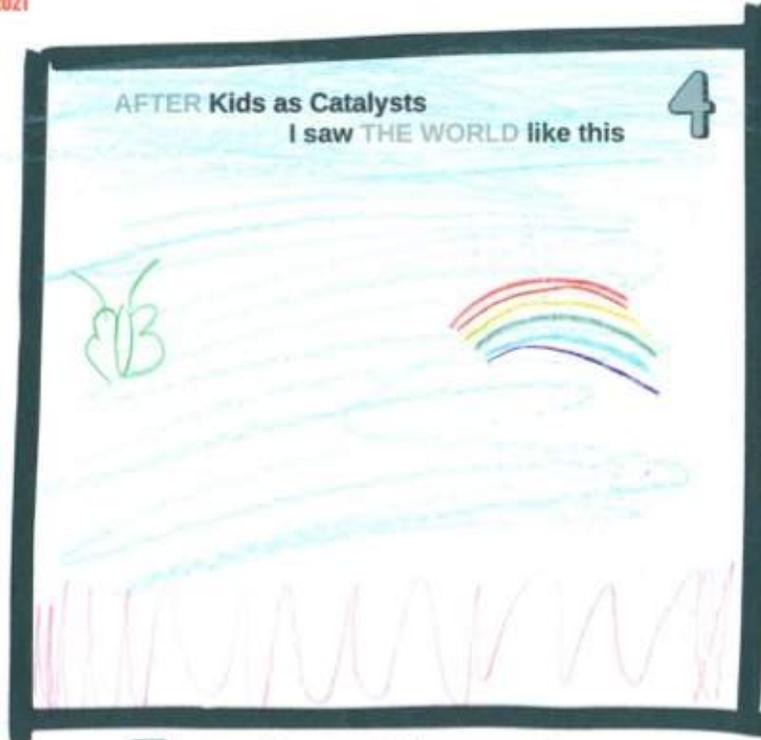
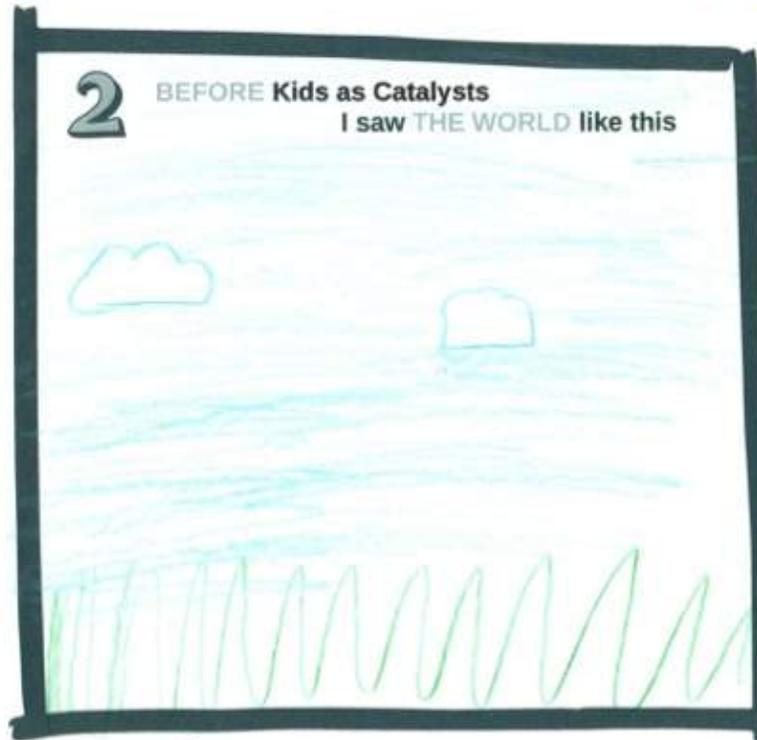
Brought to you by



APPENDIX 9: Students' Self-Evaluation Drawings

How I saw the WORLD before and after Bass Coast Kids as Catalysts

HAVE I CHANGED? Please draw pictures



3 Anything you'd like to say?
Normal

5 Anything you'd like to say?
you make it magical



HAVE I CHANGED? Please draw pictures



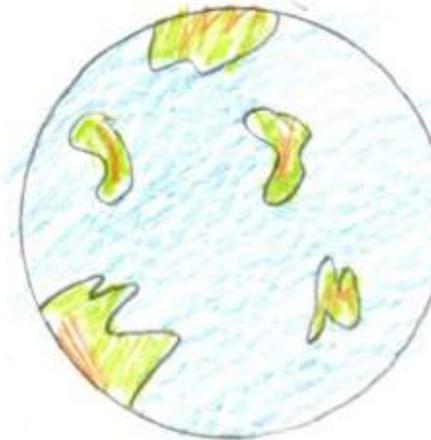
2 BEFORE Kids as Catalysts
I saw THE WORLD like this



3 Anything you'd like to say?
I saw the world lush and green.

AFTER Kids as Catalysts
I saw THE WORLD like this

4



5 Anything you'd like to say?
Now I see that we have to do more for the world.



HAVE I CHANGED? Please draw pictures

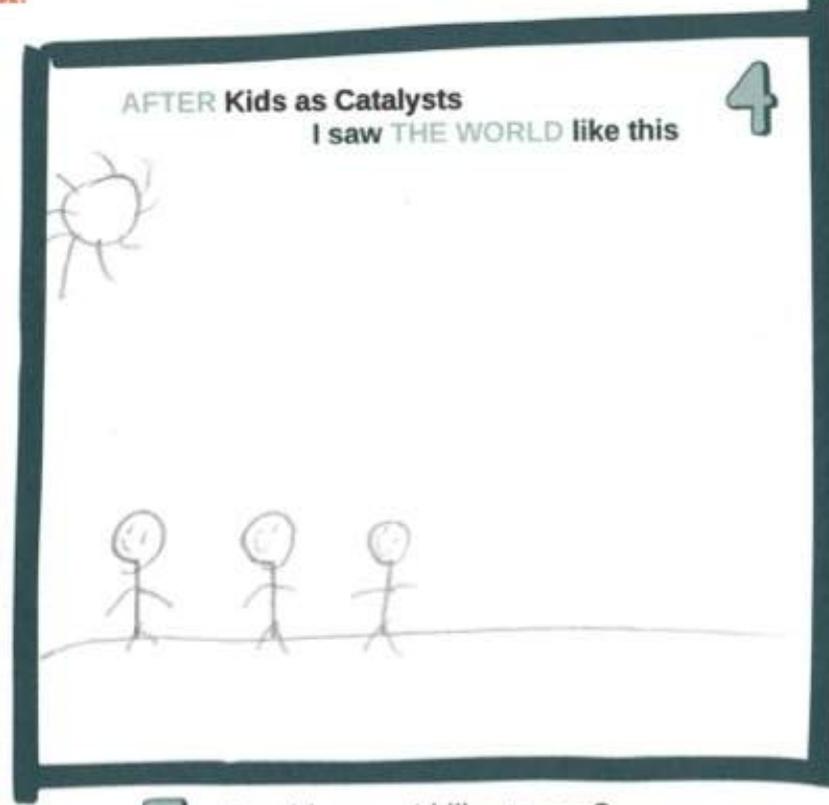
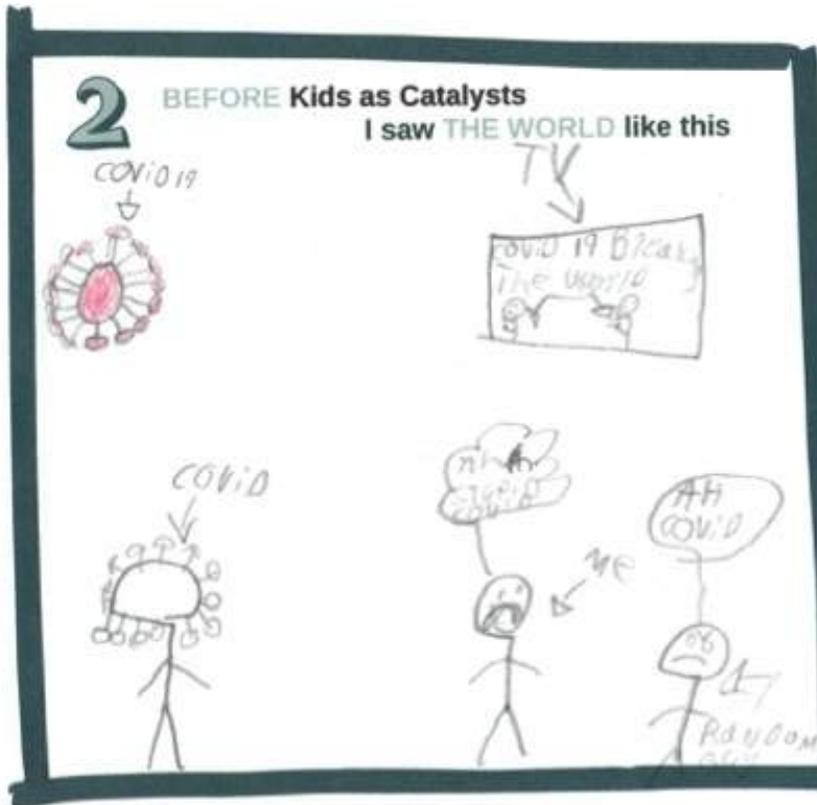


3 Anything you'd like to say?
~~No~~ *Some, not doing much, some doing a lot*

5 Anything you'd like to say?
More people helping to change the world.



HAVE I CHANGED? Please draw pictures

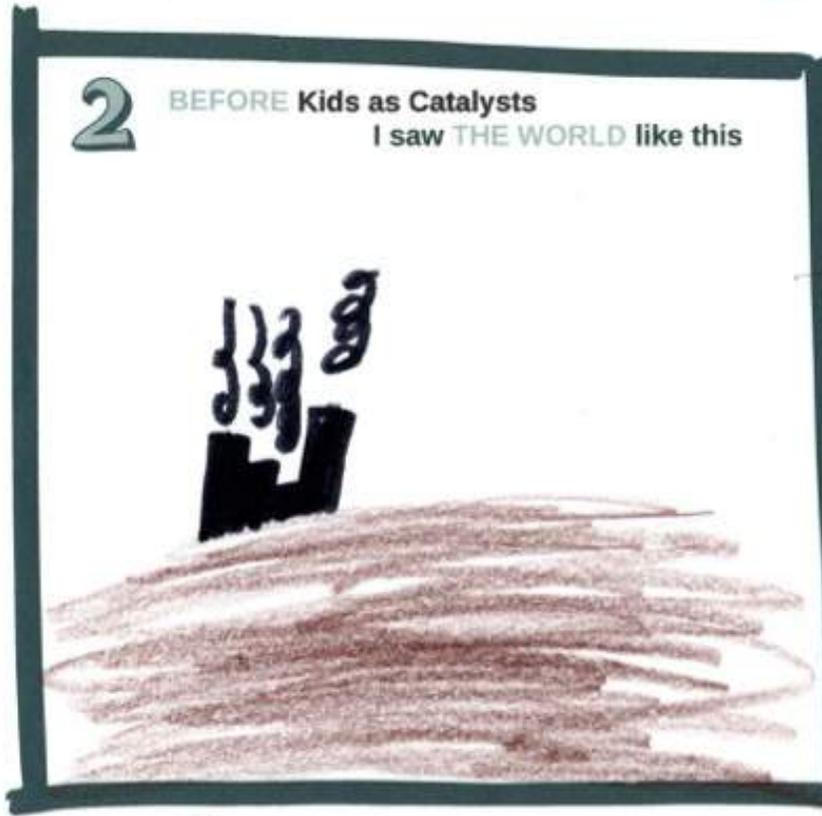


3 Anything you'd like to say?
COVID WAS BAD!

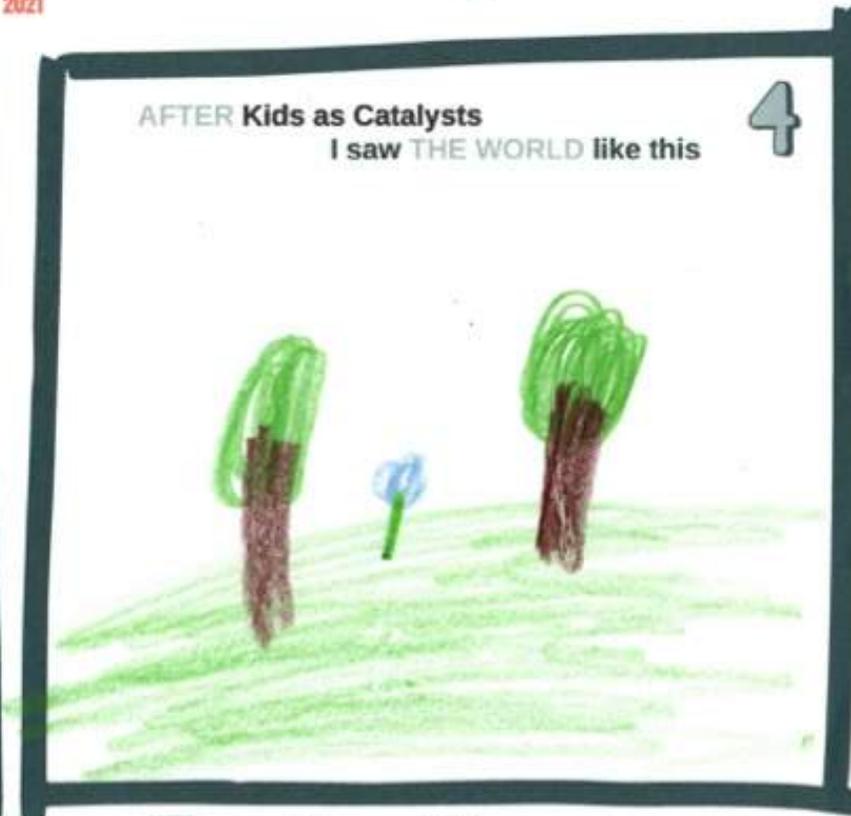
5 Anything you'd like to say?
I WAS HAPPY WITH MY FRIENDS



HAVE I CHANGED? Please draw pictures



3 Anything you'd like to say?
Not very clean



5 Anything you'd like to say?
More clean

