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<http://www.dpi.nsw.gov.au/rwn/country-web>

Travel

DRIVING

Coonamble is located 600 km north west of Sydney and 160 km north of Dubbo. Driving time from Sydney is approximately 6 hr.

RAIL AND BUS

There is a daily Countrylink XPT service Sydney – Dubbo and a Countrylink bus service Dubbo – Coonamble.

Website: www.countrylink.nsw.gov.au

Phone: 132 232 (timetables and reservations)

02 9379 1606 (group bookings)

AIR

Regional Express Airlines (REX) is the travel partner for the 2008 NSW Women's Gathering and is offering special fares for attendees. Mention the Women's Gathering when making your booking by phone. REX has direct flights Sydney – Dubbo.

Website: www.rex.com.au Phone: 131 713

If there is enough interest a charter flight can be arranged from Sydney – Coonamble or Dubbo – Coonamble.

Phone: 0408 824 179 to register your interest.

LOCAL TRANSPORT

During the Gathering there will be a free shuttle between the Gathering Village, main street and workshop venues.

About Coonamble

The Coonamble district spans almost 10 000 square kilometres from the edge of the Warrumbungle Mountains, across the Castlereagh Plains to the Macquarie Marshes, which is all part of the native lands of the *Kawambarai*, the *Weilwan* and the *Gamilaroi* people.

The Coonamble Shire population is now 4208 (ABS 2006 census). The township of Coonamble has a population of just under 3000 people.

There are two villages in the Shire – Gulargambone with a population of around 500 people and Quambone with around 100.

Residents of rural properties make up approximately one third of the district population. The township of Coonamble is a service centre for Coonamble and sections of neighbouring Shires including Walgett, Warren, Warrumbungles and Narrabri.

Major employers within Coonamble township are the Shire Council, retail and service industries, health and community services, education and tourism.

General enquiries

Ph: 02 6827 1900 Email: coonamblewg@gmail.com

REGISTRATION FORM

COMPLETE BOTH SIDES. Please use one registration form per person (the form may be photocopied for multiple registrations)

Section A: Contact details

Title First Name: Last Name:

Postal Address:

Suburb/Town: State: Postcode:

Phone (H): Phone (W): Mobile:.....

Fax: Email:

Section B: Registration details

1. Full Registration with twin share accommodation at Gathering Village (includes Friday function, workshops, meals, gala dinner)

☐ Early bird (booked by 1 September) \$285 ☐ After 1 September \$299 ☐ Single supplement for your own luxury tent \$100

2. Full Registration without accommodation (includes Friday function, workshops, meals, gala dinner)

☐ Early bird (booked by 1 September) \$165 ☐ After 1 September \$180

3. Selected activities only: ☐ Workshops: full weekend \$100 ☐ Workshops: Saturday only \$75 ☐ Workshops: Sunday only \$35

☐ Gala dinner \$75 ☐ Friday function \$19

Registrations after 12 October will incur a \$20 administration fee. Cancellations will also incur an administration fee.

Please advise if you have any special dietary requirements: Continued on back

Coonamble ★ 2008 Women's Gathering

Accommodation

The **Women's Gathering Village** is a temporary on-site accommodation facility that has been put in place solely for the 2008 event. The village consists of luxury tents and is located close to the venue for the Gathering dinner.

With a zippered door, shady awning and three large screened windows, the tents are airy and light. They are fully floored and carpeted for extra comfort and each tent is fitted with an internal light and camp-style beds with mattresses. Patrons need only bring their own bed linen, pillows, towels etc. Each tent is tarped, which offers extra protection from rain.

The village is fully patrolled by licensed security. There is a hospitality tent with iron, ironing board and tea & coffee making facilities as well as toilets and showers.

Similar 'tent cities' have been used at the National Country Music Muster at Gympie, Tamworth Country Music Festival, Woodford Folk Festival and the Elvis Festival in Parkes.

Your Full Registration includes up to 3 nights accommodation at the Village (the price is the same whether you stay for 1 or 3 nights).

If you do not wish to stay at the Gathering Village there are a range of other accommodation options available in and around Coonamble. Please contact Steve Baldwin 0408 824 179 or visit www.coonamble.org



Sponsors.

 Special thanks to this year's major sponsors:

- NSW Department of Primary Industries and its Rural Women's Network
- The Office for Women, NSW Department of Premier & Cabinet
- Clyde Agriculture ■ Coonamble Shire Council ■ Westpac
- NSW Farmers Association ■ Rangelands Australia ■ Regional Express
- Royal Agricultural Society of NSW ■ NAB

REGISTRATION FORM

Continued from previous page

Section C: Workshop selections

Please select 10 workshops (listed on page 20) in order of preference. You must choose at least four from Group A (Workshops 1–25). Workshops vary in length. You will be able to attend 3–6 workshops at the Gathering (depending on the length of the ones you select). Details of the workshops you are allocated will be available at the Registration Desk at the Gathering.

Your selections:

1. Workshop ____ 2. Workshop ____ 3. Workshop ____ 4. Workshop ____ 5. Workshop ____
6. Workshop ____ 7. Workshop ____ 8. Workshop ____ 9. Workshop ____ 10. Workshop ____

Section D: Optional tours

Please indicate if you are interested in any optional tours (listed on page 19) ☐ Yes, I am interested in Tour(s) _____

Section E: Payment details

☐ Cheque: made payable to *Coonamble Women's Gathering* Total \$ _____

☐ Direct deposit: BSB 062-525 Account No. 1007 9557 Total \$ _____

Please use your **initial and surname** as a unique identifier to match your payment with your registration form.

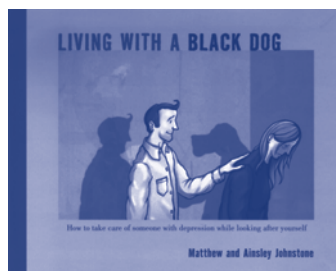
REGISTERING

Post to: PO Box 332, Coonamble NSW 2829 or fax to: 02 6822 1872

I would like to receive a Registration Pack (includes Open Gardens flier, maps and tourism information) by: ☐ email ☐ post

☐ Please tick if you do **NOT** give permission for your details to be passed on to the 2009 Women's Gathering Committee

book reviews



Living with a black dog *Matthew and Ainsley Johnstone*

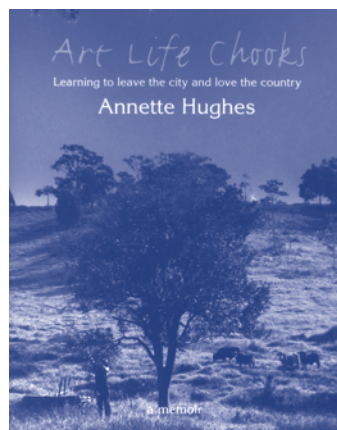
This illustrated book looks at depression through the eyes of the care giver.

From their own experience, the authors recognise that when the 'black dog' enters a person's life it also moves in with their loved ones who may not have the tools to help and support the sufferer while looking after themselves.

The book provides information to give carers a better understanding of depression and help them to recognise the signs of depression.

The book also offers suggestions for positive things to say and do, as well as things to avoid.

Pan Macmillan Australia
ISBN 978-0-3304-2371-7
RRP: \$19.95



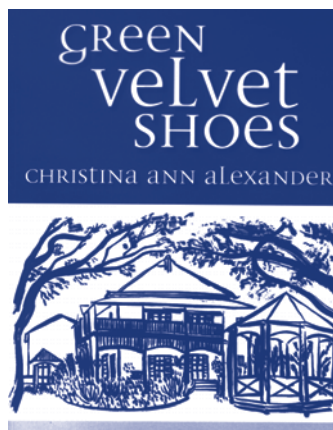
Art life chooks *Annette Hughes*

This is the story of Annette Hughes, a literary agent, who leaves her busy city life to move to a farm in the Noosa hinterland with her partner.

The book begins two years after leaving the city. Each chapter, which starts with a tally of the previous month's rainfall and list of jobs for the month, tells of Annette's new rural life.

Spanning one year, this book is an entertaining account of a woman moving out of her comfort zone, leaving the city, and learning to love the country.

Harper Collins Publishers
ISBN 978-0-7322-8689-7
RRP: \$27.99

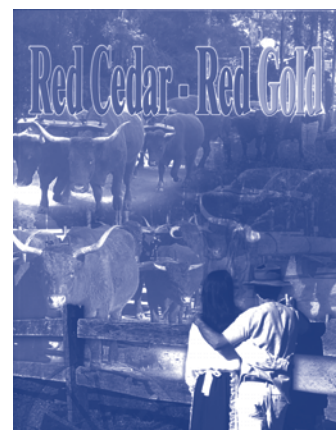


Green velvet shoes *Christina Ann Alexander*

Green Velvet Shoes is a fictional account of settlement. The book is an account from the time of the pioneers that explores the plight of women and those with learning difficulties over successive generations.

The book begins as a ship is about to embark from England to Australia. The boat crashes onto New Zealand's south island and the story follows Jos Todhunter who leaves for Queensland. *Green Velvet Shoes* follows three generations of the Todhunter family.

Turkey Tracks Press
ISBN 978-0-9496-9342-1
RRP: \$49.95



Red cedar – red gold *Ian Ridgway*

Set in a timber village, this book tells the story of life in the 1920s.

Based on stories the author has collected from the local area, the book tells of the hunt for the last red cedar trees in the mountains of the Great Dividing Range, following the adventures of the character Robert Andrews, pioneers and bushmen.

Self published
ISBN 978-0-9803-8880-0
RRP: \$35.00
www.ianridgway.com.au
02 6586 1940

**FREE
BOOK
GIVE-AWAYS**

The Country Web has copies of each of these books to give away. To be in the running to win a copy, tell us in 25 words or less which book you would like and why.
Entries close: 19 September
Send your entry to:
The Country Web
Locked Bag 21
Orange NSW 2800
See page 2 for competition terms and conditions.

Youth is a time for decisions
Looking forward to the coming years
Yet there can be scary moments
As the last school term day nears

Decisions on careers is enormous
Where will the future lead?
Choices abound on the internet
The ambition is there to succeed

Youth is also a time for enjoyment
For recreation and pleasure
And who better than the young ones
Know how to balance their study and leisure.

– Jean Opperman, Pascoe Vale

Carbon farming

Louisa Kiely, 2008 RIRDC NSW Rural Womens Award runner up and member of the Carbon Coalition and Carbon Farmers of Australia

Carbon is the basic chemical building block of all life on Earth. We cannot live without it and neither can our soils. The soil is one of the many resting places of carbon as it cycles through the biosphere (the liveable area on the planet). Vibrant, living soils also require air and water.

Soil carbon takes two main forms:

1. The decomposed bodies of microbes such as bacteria, fungus, nematodes and decomposed plant residues such as old root systems. These forms of carbon can be cycled quickly, within weeks.
2. The carbon which forms part of the soil itself, such as humus. In these forms carbon can remain stable for thousands of years.

Total organic carbon is the amount of carbon stored in the soil in any form and it can

be measured very accurately. Soil carbon is subject to fluctuations. The amount measured can be affected by the time of day, time of year and weather conditions. Averaging techniques make assessing changes in soil carbon possible.

THE BENEFITS OF SOIL CARBON

Soil carbon:

- increases the soil's ability to cycle nutrients which leads to greater productivity which can improve farmers' incomes;
- increases soil's water holding capacity. Holding water in the soil until it can be used by plants is preferable to it running off into waterways;
- increases soil stability which means greater resistance to erosion, which in turn means cleaner waterways;

■ reduces recharge to groundwater and can reduce salination;

■ has a direct relationship with biodiversity. Soil organic matter contributes to the health of soil microbes which are the very start of the food chain. Greater diversity at this level translates into greater diversity above and below the ground.

CARBON FARMING AND NATURAL RESOURCE MANAGEMENT

Carbon farming is not a new practice. It is a new way to describe a collection of techniques which increase soil organic carbon in agricultural land.

The following land management practices encourage healthy, growing soil microbial communities and, in so doing, create soil organic carbon and strengthen the natural resource base.

■ **100% groundcover 100% of the time.** This is a carbon farmer's goal. Soil covered by plants can't be blown or washed away. It is cooler and more attractive to microbes than if it was exposed to the sun.

■ **Grazing management.** This is the most important 'tool' in carbon farming. Good management should result in an area being evenly grazed and old grass and manure trampled by livestock so that it is easily incorporated into the soil.

■ **No-till cropping.** This method minimises the disturbance of soil microbes and reduces drying of the soil.

■ **Mulching.** Mulching protects the soil from drying out, cools it and attracts soil microbes. It also holds water where it can be used by plants instead of letting it run off immediately.



The dark area shows the carbon farmer's goal – land with good ground cover

Mulching can be done by:
– covering bare earth with hay or dead vegetation;
– cutting down tall, dead plants to form a layer of litter on the soil. Gardeners know the value of mulching.

■ **Biological farming.** This is the umbrella term for the use of natural compounds to stimulate biological activity in the soil.

■ **Composting.** This largely involves breaking down manure into a rich humus to spread on fields.

■ **Trees.** Trees scattered across grasslands provide shelter for stock and wildlife, which has the effect of causing the soil adjacent to be richer in carbon.

More information

Louisa Kiely, Ph: 02 6374 0329,
louisa@carboncoalition.com.au

Increasing soil organic carbon

Primefact written by Dr Yin Chan, NSW Department of Primary Industries

NSW Department of Primary Industries has produced a Primefact *Increasing soil organic carbon of agricultural soils*.

The Primefact discusses the effects of increasing soil organic carbon (SOC) on soil health and climate change. It explains that although there is a limit on the amount of organic carbon that can be stored in soils, the large losses in the past means that many Australian agricultural soils have the potential for large increases.

It discusses management practices that influence SOC levels and explains that many management practices that are effective in increasing SOC are also effective in improving crop and pasture yields.

Information is discussed under the following headings:

- What is soil organic carbon?
- Carbon cycle and soil carbon pools
- Importance of soil organic carbon in agriculture
- How much carbon can be stored in soils?
- Factors affecting soil carbon level
- Management practices that increase soil organic carbon
- Some results from a long-term rotation trial at Wagga Wagga
- Farming systems to increase soil organic carbon
- Role of pasture in farming systems – current research project
- Measuring soil carbon

More information

The Primefact is on the NSW DPI website at:
www.dpi.nsw.gov.au/agriculture/resources/soils/soil-carbon

Contact the Rural Women's Network if you do not have internet access and would like a copy.

Together in art

Written from information provided by Trish Amichi, Gallery Amichi

Young artists from Australia recently had their work showcased in a new art exhibition in the United Arab Emirates (UAE). *Big ones Little ones – Together*, was held at the Sharjah Museum for Contemporary Arab Art (5 March – 30 April) under the patronage of His Highness, the Ruler of Sharjah; through invitation by Her Highness, Sheikha Jameela Bint Mohammed Al Qasimi and with cooperation of Mr Al Madloun, Sharjah Department of Culture and Information.

The exhibition featured work by Indigenous Australians and children with special needs, from the UAE, USA, Egypt, Jordan, Kuwait and Saudi Arabia. It included works by students from St Lucy's School, Sydney and Dion Beasley, Tennant Creek (NT).

Together was the latest in a series of art exhibitions held annually since 2004.

Curator Trish Amichi's concept was 'to engage children in a challenging, interesting, exciting activity; to present artists with a new context

and avenue of exposure for their work and to offer the [exhibition] audience a unique cultural experience'.

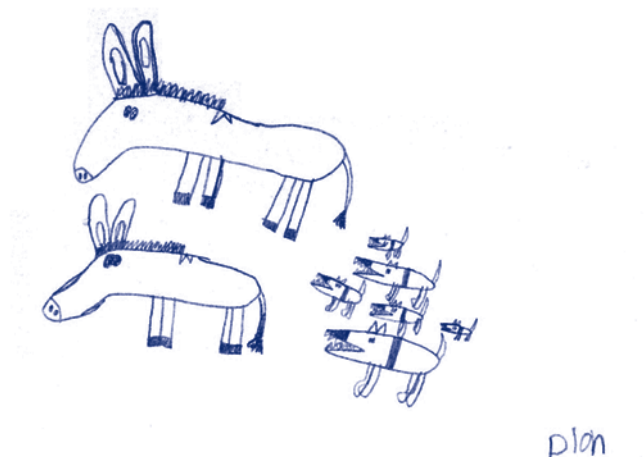
Young people provided a title, and where possible, a story or a description to accompany their paintings which aimed to encourage and promote literacy skills. It also gave the audience a chance to read their stories and understand a little of their culture.

The enormous scope of the Sharjah exhibition, coupled with the diversity of both artwork and artists, generated much support, interest and enthusiasm for this joint venture.

Amichi sums up: '*Big ones Little ones – Together* aimed at connecting communities, cultures and countries – 'bridging the gap' through art. I believe that, thanks to everyone involved, this goal was definitely achieved'.

More information

Trish Amichi, Ph: 0411 888 501,
gallery@amichi.com.au,
www.amichi.com.au/gallery



Donkeys down at Canteen Creek by Dion Beasley

Applying for grants for youth projects

Ali Hughes, Office for Youth, Department of Planning and Community Development, Victoria

Writing grant applications for youth programs and projects can be a complex process, especially given the stretched resources in many youth services and the increasing expectation that young people are involved in the grant writing process.

The increasing emphasis and acknowledgement of participation in the youth sector has led to the development of new grant making programs that encourage participation in actual program development and planning (such as the Foundation for Young Australian's initiatives and those within the Office for Youth – National Youth Week, Youth Foundations, FreeZA, etc.). The next step in this way of working is to ensure that agencies and groups of young people are adequately resourced and informed in order to accurately address the criteria of a grant application.

This article will outline some practical dos and don'ts that may assist you in your next grant application or in your work with young people, in training them to be grant makers themselves. A vital part of any grant writing process is to ensure that young people are developing transferable skills that they can utilise in future projects.

A recent evaluation of the National Youth Week grant assessment workshops revealed that young people engaged in programs and opportunities want to meet personal goals in skill development, networking

and community development. The evaluation highlighted substantial overlap between key features of engaging young people in grant writing and principles of youth participation, including:

- A reciprocal approach where young people are gaining valuable skills through participating in the grant writing, rather than feeling like they are the token young person whose name is on the application form.

- Adequate training for young people in how grants work (either within your agency or by seeking this out in the community).

- Make sure you are informed of the information you need to provide in the application so that you can best support the young people involved in applying (this usually takes some research – looking at successful applicants from previous years, contacting the funding body, asking questions, etc.).

- Make sure young people are aware of the reasons why they may not be funded and develop strategies for managing that with them in terms of an alternative project plan or strategy to acknowledge their efforts.

- Work in partnership with, rather than as a resource for, young people in the application process.

- If you are working in partnership with other agencies, include young people in the development of these partnerships before you write your application.

The above strategies should be put in place before the grant is actually written. This reflects good practice in youth participation and will also strengthen your application, as the assessor will see that your project is built upon the foundations of partnership and shared responsibility.

Once you are ready to write your application, your main concern is proving that your project meets funding criteria. For the purpose of this article, I will use the National Youth Week grants program criteria as an example. National Youth Week requires a high level of participation from young people in the planning and delivery of events as well as in the writing of the grant application. The main criteria that applicants have to address are:

- **Why** is this project important to young people and how do you know?

- **How** are you going to involve young people in the planning and delivery of your project?

- **Who** else will be involved from the community in terms of partnerships and other supports?

- **What** will your project achieve and how will you know if it has?

To support your response to each of these criteria (or for any funding application) keep the following in mind:

WHY

- Consult with young people around the relevance of the project.

- Provide data from your consultations in the form of surveys, statistics, etc.

- Draw on other local data about young people in your area.

- Make links between your project and other existing projects for young people.

HOW

- Provide concrete examples of the roles and responsibilities young people will have and how you will support them (e.g. Which staff member? From what budget? Who will train them?).

- Provide evidence of your efforts to resource young people with the skills and knowledge necessary to participate in the project.

- If the project does not require young people to participate in the development of the application, you still need to provide examples of how you are going to do what you say you will do.

WHO

- Provide evidence of your partnerships in your application. Instead of stating, 'We will work with other community organisations to engage young people...', you will need to be more specific and say, 'We have developed a partnership with x organisation and their role in the project is xyz'. This informs the assessor that your project is viable and provides evidence of its potential success.

- Provide concrete examples of the agencies you will be working with to engage young people in your community.

■ Outline the specific roles each partner will play in the project.

WHAT

■ Provide specific evidence of outcomes that the project will achieve – do not just reiterate the funding guidelines or aims as that does not give the assessor any new information.

■ Provide information on the sustainable outcomes for young people within your community, i.e. employment, further recreational opportunities, acknowledgement, etc.

■ Provide information on how you will evaluate your program and how you will know what it achieved.

A strong application draws on evidence to support the proposed project while simultaneously proving that it is aligned with the funding program's overarching guidelines or aims.

For more information on funding opportunities for young people a good starting point is your local council, the Foundation for Young Australians or the Office for Youth.

More information

This article appeared in YIKES (Volume 6, edition 1), the newsletter of the Youth Affairs Council of Victoria.
www.yacvic.org.au/pages/media/yikes.htm



Starting out in agriculture – AgStart

The AgStart scheme is for young people entering agriculture and related industries in NSW.

The purpose of the scheme is to assist people aged 18–35 years to commence, develop or return to a career in agriculture or agribusiness.

TYPES OF ASSISTANCE

These are just some examples of how the scheme can provide assistance:

- reimbursement of stamp duty on property purchase
- succession planning and generational change
- capital improvements/purchases
- short course training, skills acquisition and development in farming, business and financial management
- professional mentoring or coaching, including professional advisory services (legal, accountancy, etc.)

AgStart is not a 'one size fits all' scheme. Each application is assessed individually and grants are awarded on a merit basis.

APPLICATIONS

Funding round dates are announced on the Rural Assistance Authority website.

More information

*Rural Assistance Authority,
Ph: 02 6391 3000,
1800 678 593
Fax: 02 6391 3098
rural.assist@raa.nsw.gov.au
www.raa.nsw.gov.au*



TRANSITION (LOOKING IN A MIRROR)

YOUTH:

out with you! Come on – I dare (beg!) you:
unwind, untwine. Show your sweet face. Return
to this one who misses you so.
How did I lose you – where did those fifty two years go?

MATURITY:

a new name for the strange face?
This to replace what was once called 'youth'?
What? You will give me wisdom in its place?
And respect? Confidence? Strength? I accept!
I rejoice in the change...
and all that names me now as 'Woman' (in girl's place).
Youth, I (freely) farewell thee –
as maturity I joyfully embrace.

– Robyn Turner, Jerseyville

GRANTS & FUNDING

COMMUNITY BUILDERS NSW

All NSW Government grants and selected grants from other types of funders are being added to the Community Builders NSW website.

Funding programs and awards can be searched on the community builders website:

- alphabetically
- by category
- by funder
- by closing date and
- by keyword.

Website users can subscribe to a new monthly *Funding and Awards Newswire*, which provides information about a range of state, federal, corporate and philanthropic programs closing in the next 90 days.

More information

*Ph: 02 9716 2964
webkeeper@communitybuilders.nsw.gov.au
www2.communitybuilders.nsw.gov.au/funding/programs*

Parents can only give good advice or put them [children] on the right paths, but the final forming of a person's character lies in their own hands.

– Anne Frank

health ■ overweight and obese children

From New South Wales Health Department. Reproduced with permission.

Obesity in both Australian adults and children has increased in recent years, so too has the understanding of the health risks associated with this condition.

Obesity can have a bigger impact in rural, remote and indigenous communities because they are often far from treatment centres for the chronic diseases associated with obesity.

WHAT CAUSES CHILDHOOD OBESITY?

Overweight and obesity in children and adolescents is generally caused by lack of physical activity, unhealthy eating patterns, or a combination of the two, with genetics and lifestyle both playing important roles in determining a child's weight.

Overweight and obesity is related to technological, social, economic and environmental changes that have reduced physical activity and increased food access and passive energy consumption.

Increases in sedentary activities (e.g. TV, video games), use of the motor car for transport, decreases in physical activity, and an increase in the consumption of high fat and high energy foods are likely to be foremost among the causes of the current epidemic.

THE PROBLEM OF OVERWEIGHT AND OBESE AUSTRALIAN CHILDREN

There have been significant increases in childhood obesity in recent years.

The proportion of obese girls aged 7–15 years increased dramatically from 1.2% in

1985 to 5.5% in 1995, and the proportion of obese boys increased from 1.4% to 4.7%.

In 1995, the proportion of *overweight or obese* children and adolescents aged 2–17 years was 21% for boys and 23% for girls.

CHILDHOOD OBESITY

A comparison of food and nutrient intake among Australian children aged 10–15 years showed that the average intake of energy and most nutrients (except fat, cholesterol and calcium) increased by 10% or more between 1985 and 1995 for both boys and girls.

SHORT AND LONG TERM EFFECTS

Children or adolescents who are overweight or obese are more likely in the short term to develop gastrointestinal, endocrine or certain orthopaedic problems than children of normal weight. In the long term they are more likely to develop cardiovascular disease.

HEALTH IMPLICATIONS

The most immediate consequence of being overweight as perceived by the children themselves is social discrimination. This is associated with poor self-esteem and depression.

DETERMINATION OF OVERWEIGHT AND OBESITY IN CHILDREN

Doctors and other health care professionals are the best people to determine whether a child or adolescent's weight is healthy, and they can assist in ruling out rare medical conditions as the cause of unhealthy weight.

A body mass index (BMI) is calculated from measurements of height and weight. A child is seen to be obese if his/her BMI exceeds the cut-off point for his/her age. Growth charts, such as weight-for-age and weight-for-height, are also used to determine if children are overweight or obese.

Doctors and other health professionals also consider a child's age and growth patterns to determine whether his or her weight is healthy.

GENERAL SUGGESTIONS

Overweight and obese children need support, acceptance, and encouragement from their parents and carers. Children should know that they are loved and appreciated regardless of their weight.

Parents and carers should focus on their child's health and positive qualities, not the child's weight.

Overweight and obese children should not be made to feel different. Gradually changing the family's physical activity and eating habits should be the focus for parents and carers, rather than the child's weight.

PHYSICAL ACTIVITY SUGGESTIONS

Be more physically active, or 'move more'. It is recommended that Australian adults accumulate at least 30 minutes of moderate physical activity most days of the week.

Children should be active every day in as many ways as they can, and there are additional benefits in more vigorous activity.

Encourage family activities that include enjoyable physical activity for everyone.

Ensure a safe environment for children and their friends to engage in active play, e.g. swimming, cycling, ball sports.

Decrease the time spent in sedentary activities, e.g. watching TV, playing video and computer games.

Encourage 'active commuting' such as walking to school, the bus or the shops when appropriate.

HEALTHY EATING SUGGESTIONS

- Children should be encouraged to drink water and to limit intake of sugary beverages, e.g. soft drinks.
- Plan for healthy snacks and provide healthy options such as fresh fruit and vegetables, instead of snacks that are high in fat, sugars and low in essential nutrients.
- Avoid the use of food as either a reward, or withholding as a punishment.
- Plan to eat home-cooked meals together as a family as often as possible.
- Discourage eating meals or snacks while watching TV.
- Encourage children to eat a healthy breakfast as a good way to start the day.

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More information

Health NSW

Ph: 02 9391 9000

www.health.nsw.gov.au/obesity under 'Adults and health professionals'

Poster – Food for health
www.nhmrc.gov.au under 'Publications', 'Health promotion'

Helping young people through a community business partnership

From Our Community Pty Ltd. Reproduced with permission. Visit www.ourcommunity.com.au

Working with young people is a great way to involve more members of the public in a community business partnership.

There are some partnership models that are well suited to working with young people because of the model's structure, the levels of involvement possible, or simply because they are aimed at training or teaching young people.

Each of these models can be varied, tweaked or used just as a starting point, with a large amount of variety on offer.

PARTNERSHIP MODELS TO CONSIDER

Of the models that are available to base a partnership around, some are more suited for use when working with young people than others. These models are listed below. Remember, some of these models can be used as one component in a community business partnership arrangement that combines a number of different models.

■ **Mentoring.** Mentoring sees a business increase the skills and knowledge of an individual, and can be used in a way to help a young person.

For example, a young person that is a member of a community group, or has been selected by a community group, could receive mentoring on a topic or in subjects that will prove

useful to a later career move or towards skills needed by that young person.

■ **Employment/work experience.** Offering a young person work experience, on-the-job experience or pathways to employment like apprenticeships, training or traineeships, are constructive and beneficial ways to involve young people in a partnership.

There are plenty of programs and incentives that are available for businesses who wish to do this as well.

■ **Scholarships and awards.** Scholarships and awards can again be specifically targeted at young people in the community.

For example, a business could work with a community group to create a Young Leaders or Young Achievers Award for a young person in a certain field (or in a number of fields).

Similarly, a scholarship or scholarship program geared towards young people would provide a mutually beneficial partnership to the business involved (who could sponsor it in return for naming rights), the community organisation (who can organise, coordinate and help judge it – along with the business) and of course the community as a whole (which sees successful young people recognised and rewarded).

■ **Skills and knowledge sharing.** Skills and knowledge sharing is a partnership model aimed more at benefiting

PARTNERSHIP IN ACTION – MIDLAND BRICKS AND HILLS COMMUNITY SUPPORT GROUP

By pooling resources, expertise and community spirit, Midland Brick Company Pty Ltd and Hills Community Support Group Inc have developed a range of programs that encourage at-risk groups in the community to develop skills and enhance their place and purpose within the local community.

The partnership sees projects completed in the community, as well as helping young people gain experience and job skills and boost their self-esteem.

community groups rather than individuals – mentoring is more an 'individual situation'.

However, it is possible that a business working with a community organisation that works with young people could use this model to benefit and involve a number of young people at the same time.

■ **Volunteering.** Using volunteering as a partnership model can be, again, a good way for young people to be involved on a group basis.

A community organisation working with young people can organise them to do volunteering as a group as part of a partnership or on an individual basis with a number of groups or organisations.

■ **In-kind support.** While it may or may not directly involve young people, offering in-kind support is another partnership model that can help them.

Examples could range from offering an underage sports team equipment as part of a

partnership arrangement, or even providing or driving the team bus to and from events.

■ **Sponsorship.** Sponsorship is another good way to support young people through a partnership, and would be predominately aimed at groups or teams.

The obvious example of a sponsorship arrangement is to have a business sponsor a junior sporting club – or, more generally, any type of junior club – as part of a partnership.

STEPS TO HELPING YOUNG PEOPLE THROUGH A PARTNERSHIP

Firstly, make sure you can actually do so genuinely and with a fair degree of success. This probably means that:

- working with young people is something that your business or community organisation has done previously, or does currently, as part of its core operations, or
- your organisation has a resource specifically useful to young people, for example, training facilities.

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Consider what sort of partnership model might help you do that. In doing so, follow the golden rules – gauge what you have to offer, and what you would like to receive in return. Then choose a business or community organisation which seems a good fit for your aims and needs, as well as its ability to help you help young people. This may mean discussion among staff, committees or group members.

Finally, make your approach.

REMEMBER – BE GENUINE

It is important to remember that your involvement with young people (and targeting of young people), has to be genuine.

If it is a bit of tokenism or something that doesn't quite fit with your core activities, it will be seen through.

To be honest, helping young people is not for everyone. If you are not genuine in your desire to help young people through a community business partnership, or it does not 'fit well' with what you do, consider looking at a different group more in line with your business or community organisation's core values and efforts. Ultimately, this will be a much better investment of your time, effort and money.

More information

Full article with links to support material at: www.ourcommunity.com.au/business/view_article.jsp?articleId=1397



What's in a name?

Adapted from an article by Mark McCrindle, McCrindle Research. Reproduced with permission.

There are some interesting trends in the names given to children in 2007.

A review of the Registry for Births, Deaths and Marriages for each Australian state and territory except for Tasmania, shows the top 10 names for boys and girls in 2007 were:

BOYS	GIRLS
1. Jack	1. Ella
2. Lachlan	2. Emily
3. Joshua	3. Chloe
4. Thomas	4. Olivia
5. William	5. Charlotte
6. James	6. Isabella
7. Riley	7. Mia
8. Ethan	8. Sophie
9. Samuel	9. Jessica
10. Noah	10. Sienna

THINKING ALIKE

These 20 names account for approximately 12% of all recent births in Australia.

Boy's names converge around fewer names than those of girls. Nearly 10000 boys born in 2007 share the top five boy's names whereas 7500 girls share the top five girl's names.

Jack is by far the most popular name, more so than any girl's name (2333 boys were named Jack compared to 1673 girls named Ella, the top girl's name).

Jack is not only popular for Australian boys – all the surveys of pet's names show that Jack is in the top five for Australian dogs as well!

The popularity of the name Jack is not limited to Australia. It is currently the

number one boy's name in England, Wales, Scotland and New Zealand, and number two in Ireland.

In contrast, all of the countries mentioned above each have a different number one name for girls.

Although Emily and Olivia are consistent performers across these countries, Emma (18th in Australia) appears to be the most prominent as it is currently first in Canada, second in Scotland, Ireland and the US and fourth in New Zealand.

HOW HAVE WE CHANGED?

The fashion of names has changed in a generation.

In the 1950s John, Peter and Michael were the top three boy's names (now 80th, 127th and 35th respectively). Interestingly, only 18 boys were named Peter in 2007.

For girls, in the 1950s the top three names were Susan, Margaret then Anne. None of these names were amongst the 130 different girls names recorded in 2007.

Most of the names in the top 10 lists are relatively new entrants.

Six of the current top 10 boy's names only became prominent during the 2000s while the remaining four (Thomas, James, Samuel and Joshua) only began to appear on the list as recently as the 1990s.

For girl's names, eight of today's top 10 have only emerged during the 2000s while the remaining two (Jessica and Emily) first appeared in the 1990s.

GENDER DIFFERENCES

Although the names have changed, softer sounding names for girls and firmer names for boys are still preferred. All except one girl's name ends with a vowel (all of them if 'y' is included). All except one of the boy's names ends in a consonant.

Interestingly, none of the Top 10 names are interchangeable – they are clearly girl's names or boy's names.

CREATIVE SPELLING

Unique spelling and different pronunciation of traditional names is a growing trend.

The use of 'y' instead of 'i' has hit epidemic proportions, as has the use of 'k' over 'c', double letters and hyphens

Already popular names like Lachlan are being reinvented as *Lauchlan*, *Lochlyn*, *Lochlin*, *Lochlen* and *Lochlain*.

Other variations include:

BOYS	GIRLS
Alex-Zander	Abbigayle
Cam'ron	Ameleiyah
Jaymz	Emma'lee
Ryleagh	Jazmyn
Siimon	Sofiya

Some parents even craft their child's title into a nickname from birth. Examples include Dazza, Nikki (or Niki), Sammy, Will and Zac (which had at least four different spellings).

More information
www.mccrindle.com.au