SPREADING STORIES OF YOUNG PEOPLE’S SOCIAL ACTION

Findings from the Propeller evaluation 2014

Prepared by Foundation for Young Australians
July 2015
Propeller is a joint initiative of Samsung Electronics Australia and the Foundation for Young Australians.

This report was prepared by the Foundation for Young Australians (FYA). FYA is the only national independent non-profit organisation dedicated to all young people in Australia. Delivering a range of initiatives (co)designed with young people, together we deliver change across Australia.

Find out more at fya.org.au

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Other reports in this series
Training Young Changemakers in Technology: findings from the of the Samsung Adappt evaluation 2014
Improving young Australians’ Transition from School to Work: findings from the worlds of Work (WOW) evaluation 2014
Supporting Young Australian changemakers: findings from the Young Social Pioneers evaluation 2013
Sparking Young People’s Ideas for Community Change: findings from the Change It Up evaluation 2013

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**Introduction: about Propeller**

*Propeller* is Australia’s first online platform that showcases the activities of “ordinarily extraordinary” young people solving problems in local communities. Co-created by Samsung Electronics Australia and the Foundation for Young Australians (FYA) and launched in April 2014, *Propeller* celebrates and spreads these social change projects through film.

The *Propeller* films reach other young people via its website and social media with the challenge “Start something. Create your own project. Make a difference in your community”. Young people are encouraged to come up with their own ideas and post them on the website and new projects can apply for the *Propeller* fund, which is a $500 small innovation grant from Samsung to “make their idea fly” in their local context.

This summary evaluation is presented in two sections. The first presents a short background on young people and social action. The second provides the summary evaluation findings from *Propeller’s* first year. It shows that to date *Propeller* has made 27 films that have been viewed online around 337,000 times (see Appendix A for a description of the films). They have been sought after for a range of film festivals and have been shown on Federation Square TV. Their reach is testament to the power that quality, authentic stories have in giving meaning and hope. An additional 126 new projects have been submitted to the *Propeller* website from across Australia.

### Film: Pulse Café

**Who?** Students at Granville Boys High School, aged 15–16.

**What?** Pulse Café is a student run café that changed the culture of a school and provides hospitality training and mentoring for students.

**What’s next?** Pulse Café has been showcased by around 20 media outlets and the school principal has been recognised by the Financial Review as one of the most influential women in education. Some students have secured hospitality jobs in the community. Pulse Café is being replicated in other schools and the VET (Vocational Education & Training) network regionally.

Spreading young people’s social action

Global challenges, local solutions

Australia’s best future lies with a generation of young people that can create a good society. While a good society will mean different things to different people, its foundations lie in:

A strong economy that provides people with a good material standard of living, and
A strong social and civic culture that provides a high quality of life (the strength of our communities, our cohesion, our safety, our natural environments, and our ability to generate interesting cultures and places to live) (FYA 2014).

Creating and maintaining a good society requires participation: in work, in community activity, and in the decision-making that determines how we do things (Pope 2011). As a society we think a lot about preparing young people for work, but we also need to prepare them to solve community issues and the global challenges whose impacts are played out at the local level, such as increasing inequality, geopolitical instability, sustainability of resources and adaptation to climate change (FYA 2014). Supporting the participation of young people in communities to direct their ideas, energy and enthusiasm towards new and better ways of solving issues will be critical to our best future.

Research has shown young people act locally. This is in part because their lives are grounded in the local through schools and activities such as sport (MAV 2004; Pope 2011). It is also because young people find local networks (such as family, friends and classroom peers) the most comfortable for discussing the issues they care about (Harris et al 2008; Harris & Wyn 2009). Furthermore, researchers have shown that the issues young people care about are those that can connect them to their local environments and immediate experiences (Harris & Wyn 2009). For example, in the ‘World Values Survey’, the environment was the second biggest concern on a national and global level because young people could relate this to water use and water shortages in their own areas (Harris & Wyn 2009). When young people felt issues were unrelated to their everyday lives (for example war and terrorism), they felt powerless to act on them (Harris & Wyn 2009). While technology means young people’s lives now cross broad geographies, local communities still matter and young people feel connected to them.

Action in local areas creates networks and these have been shown to benefit both young people and communities. Research has shown that the personal and professional networks young people generate through local action improve their self-efficacy (what they can believe they can achieve in their lives), physical and mental health, success at school, and employment outcomes (Pope 2011). The involvement of young people in community
networks is also critical for healthy communities (MAV 2004). Young people help the spread of information, build social cohesion and respect (Kearns & Forrest 2000; Browning et al 2004), and can be sources of social change — particularly in relation to newer emerging social, economic, cultural and environmental issues (Council of Europe 2008).

Film: The Bike Rescue Project

Who? Pat is 27.

What? Designed to reach disengaged young people, the Bike Rescue Project is a ten session program where young people work alongside mechanics to restore two old bikes – one for a local charity, and one to keep for themselves.

What's next? The Bike Rescue Project is continuing, with the support of local Fremantle businesses. Find out more at http://www.propellerproject.com.au/Project/Details/24

Young people are active in their local communities

The popular view of young people as lazy and selfish, or as a problem to be solved, is presented in the media but not supported by evidence. Overwhelmingly Australian young people are optimistic and generous contributors. For example, in national surveys young people have been found to be optimistic about the future (68%) and more likely to report doing acts of kindness than their baby boomer parents (Mission Australia 2013; Hookaway unpublished data forthcoming).

Most of Australia’s young people (70%) are actively involved in the social, community or school activities that are a precursor to community and civic contribution (ABS 2010; Pope 2011).

Around a third are contributing with:

32% involved in community groups (18–24 year olds) (ABS 2010)
21% volunteering – only marginally less than their parents (12–25 year olds) (ABS 2011)
11% involved in civic and political groups (18–24 year olds) (ABS 2010).

Research on volunteering has shown that for every volunteer there is another person thinking about it that are not doing it (Pope 2005). Those that don’t act report the barriers include time and cost, but also that they just don’t know how to go about it (Pope 2005).

When we negatively stereotype young people we lose sight of their enormous contribution and their enormous potential for contribution. Statistics tell us that for every young person
on a juvenile justice order in Australia, there are around 7,000 volunteers, and another 7,000 thinking about it but not quite knowing how to do it (Pope 2005; ABS 2010; AIHW 2011).

**Technology can spread social change ideas**

The Internet, and in particular social networking and youth-oriented sites, have made it easier for young people to become involved in social action (Harris et al 2008; Collin 2008; Boulianne 2009). Young people use the Internet to find out about issues, examine different representations of those issues (such as gender), and access support by finding “their tribe” (particularly important for minority groups such as same-sex attracted young people) (Loader et al 2014).

*Propeller* engages young people through online storytelling. A good story, well told, is often the key to provoking investment and inspiring the audience to join in and make change (Finneran 2014). Across the globe, film makers are increasingly exploring the use of films to spread information about social change.

While the Internet removes barriers for initial involvement in issues, many young people still take action offline and in many instances online and offline methods of engagement are used together (Ohlin et al 2010). Technology is an important channel where young people who do not know how to get involved can be exposed to new ideas and start to explore community action beyond the Internet.

**Funded Project: Hot Spot Spotter**

*Who?* The Ctrl+Alt+Del team are Lego Robotics students aged 10 to 13.

*What?* Fitted with a heat sensor, the robot can identify trees which don’t appear burnt after a bushfire but continue to combust and may explode, causing more fires. Currently firefighters manually perform checks with handheld detectors which is unsafe and inefficient.

*What’s next?* After winning the Australian National Robotics Competition the team presented at the Lego League World Championship in Spain. The team are seeking support to patent and prototype their invention.

Engagement strategy

The engagement strategy model used, describes young people involved in social change (Figure 1). Some, around 1%, are deeply involved as leaders, entrepreneurs and advocates (“enterprising change-makers”). A further 20% are involved in activities such as volunteering (“confident contributors”). Around those are a wider group that might be interested in action but don’t know how to become involved (“curious observers”).

Through this model, Propeller focuses on curious observers. It showcases the work of contributors and change-makers so that observers can see they could also help to create a better world.

Figure 1. Engagement strategy model

The Propeller model

The Propeller model involves finding youth led projects and collaborating with the young people to produce a short film about it. The films explore who the young people are, what issue or challenge they are passionate about, and what they’ve done to respond.

The films are hosted on the Propeller website and shared through social media. Young people are encouraged to watch the films and contribute their own project ideas on the website. The website also provides information (‘Helpful Stuff’) and each week Propeller gives away $500 from the Propeller Fund to help get selected idea off the ground.

Summary of evaluation findings

The Propeller evaluation examined the reach of the films, the impact of the films on the young people featured, the ideas submitted by young people, and the benefits of the Propeller platform and Propeller fund. This section summarises the evaluation findings for
the first year following the program launch. As with any new initiative, the first year focuses on program development, building brand awareness and rapid iteration to create the most effective model. It is expected the outcomes reported here will increase now that the model is fully developed.

The results are based on (from April 2014 to April 2015):

Web analytics (Google Analytics) and film views (YouTube analytics)
Program data including registrations, attendance data, funded project progress reports, including reports from 14 fund recipients and 11 featured young people
Analysis of submitted projects (126) and applications for the Propeller fund (80)
Interviews with 13 featured young people.

Film: English Tea Project

Who? Marziya is 23.
What? Marziya saw her mother struggling after arriving in Australia due to a language barrier. With the support of Welcome to Australia she created an informal English language program for recently arrived refugees.
What’s next? Marziya is continuing the project while completing her law degree and is an advocate for refugees, speaking at schools, events, seminars and in the media. Marziya was a recipient of the 2015 Channel 9 Young Achiever Community Service & Volunteering Award.

Find out more at http://www.propellerproject.com.au/Project/Details/33

The reach of the Propeller films

The 27 projects chosen for the films involved youth led local action across a range of social and environmental issues and involved a diversity of young people (Appendix A). This diversity included young people from every state and territory, both metropolitan and regional areas, from school students to adults in their 20s. All films focused on “ordinary” young Australians, so young viewers could relate to the stories and feel social action was something that anyone could do.

Online reach

Propeller reached a large number of people through social media, with over 10 million views of posts on Facebook and Twitter (Table 1). There were 336 789 views of the films with the most popular being watched over 42 000 times (Table 2).
Google analytics showed that people viewing the films online averaged a viewing time of 1:30 minutes, and accessed the films via their desktops (48%), tablets (34%), and mobile phones (24%). The majority of people watching the films (64%) were under 24. Young people were also specifically targeted on Facebook, with both the content and paid advertising targeting Australians aged 12 to 25 years old.

**Media reach**

Both the Propeller initiative and Propeller projects attracted media attention across multiple publications. This coverage included national media such as *The Australian* and Triple J Hack, as well as local publications and online news sources. All media stories were positive and supportive. In total, the media reach (excluding social media) extended to 12 148 000. The diverse range of media sources suggests that the project is of interest to many Australians.

**Table 1. The reach of Propeller**

<table>
<thead>
<tr>
<th>Engagement type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure through media (excluding social media)</td>
<td>12 148 161</td>
</tr>
<tr>
<td>Exposure through Facebook and Twitter (post views)</td>
<td>10 689 000</td>
</tr>
<tr>
<td>Views of films online</td>
<td>336 789</td>
</tr>
<tr>
<td>People visiting the Propeller website (unique visitors)</td>
<td>47 743</td>
</tr>
<tr>
<td>Exposure to films on Federation Square TV (estimated)</td>
<td>26 000</td>
</tr>
<tr>
<td>People attending screening events (estimated)</td>
<td>8 523</td>
</tr>
</tbody>
</table>

**Table 2. The Propeller films with the highest number of views**

<table>
<thead>
<tr>
<th>Title</th>
<th>Views</th>
<th>Average watched</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers Open Day: a day local businesses opened their doors to school-leavers to explore career options</td>
<td>42 615</td>
<td>52%</td>
</tr>
<tr>
<td>Imprint: a 'place-making' group that facilitates change of public space with community and local council</td>
<td>40 888</td>
<td>61%</td>
</tr>
<tr>
<td>Multipride: culturally diverse young people shaping the school culture by solving tensions with words</td>
<td>39 171</td>
<td>52%</td>
</tr>
<tr>
<td>Community Outreach Initiative: an annual fundraising campaign to provide practical support for a community group</td>
<td>37 110</td>
<td>66%</td>
</tr>
<tr>
<td>Fortnightly Fort Night: a series of gatherings where anyone can share their creative talent with a supportive audience</td>
<td>30 719</td>
<td>44%</td>
</tr>
<tr>
<td>Just for Kicks: a sports program run during school lunch and after school to promote physical and emotional well-being</td>
<td>26 695</td>
<td>75%</td>
</tr>
<tr>
<td>No.</td>
<td>Event Description</td>
<td>Views</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>7</td>
<td>Sustainability at Merici: a thorough waste management system and school kitchen promoting sustainability</td>
<td>25,937</td>
</tr>
<tr>
<td>8</td>
<td>Undress Runways: a series of runway events showcasing ethical and sustainable fashion labels</td>
<td>23,715</td>
</tr>
<tr>
<td>9</td>
<td>Sea Savers: a walk through experience for a school community to learn about marine conservation</td>
<td>21,252</td>
</tr>
<tr>
<td>10</td>
<td>Dance Crew: a young man from Burundi using dance to help young people from all backgrounds connect and get inspired</td>
<td>16,957</td>
</tr>
</tbody>
</table>

There were a total of 60,405 visits to the Propeller website, which were accessed via mobile phone (47%), desktops (44%), and tablets (10%). Most website visitors (91%) were in Australia, and 21% of all visits were from return visitors.

**Live screenings**

The films were of such high production quality with engaging narratives of optimistic stories, they generated strong interest from film festivals and others for live screenings. It is estimated over 30,000 people were exposed to the films this way.

**Public screenings** included:
- Federation Square TV (4 screenings per week for six months at ~1000 exposures per week)
- Deckchair Cinema Darwin (600 attendees), and
- Mindil Markets Darwin (1,000 exposures).

**Film festivals** included:
- Sydney Film Festival (~400 attendees across 2 screenings)
- Transitions Film Festival Melbourne (sponsored) (3,000 attendees)
- Human Rights Arts & Film Festival Cineseeds youth program (sponsored) (560 attendees across 2 screenings)

**Special events** included:
- The launch at the State Library of Victoria (150 attendees), and
- FYA’s changemaker festival Unleashed at the Royal Exhibition Buildings (1,000 attendees)

**Workshops and conferences** including Kids in Philanthropy (250 attendees), the National Safe Schools Symposium in Melbourne (320 attendees) and Oaktree’s ‘Storytelling for Change’ workshop (200 attendees).
**Film: Bust a Move**

**Who?** Ali is 23.

**What?** Ali showed it’s not as hard as it might seem to be inclusive when she started dance classes, promoting positive body movement and self-expression for young people with intellectual and physical disabilities.

**What’s next?** Bust a Move continues to expand, adding more classes and a group are performing in the 2015 Special Olympics World Games in Los Angeles.

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**Outcomes for featured young people**

Thirty nine young project leaders were featured in twenty seven Propeller films. The interviewed young people reported four key benefits to Propeller:

92% reported that they developed **confidence and agency** (belief they could achieve something).

“We could not have done it without Propeller. It allowed me to actually stand up for myself a bit and show commitment. And have a good understanding of how to show leadership and courage to do something you want.”

77% learned **new skills** and 85% **new knowledge**. These were particularly related to communications (storytelling, key messages, social media, tips for interacting with the media).

“[I learnt about] mentoring younger people. I’m not really good at interacting with people but I’ve grown up to get better at that…I feel like I’ve influenced the younger students. Lots of younger students look up to me personally.”

46% developed **networks**, particularly with other Propeller participants. The thing young people report they most value from all FYA initiatives is networks they made with peers and mentors.

“I met these inspiring, interesting people who had their own projects.”

“[I had a] great conversation with [someone I met through Propeller] …thinking of partnering with them to deliver something down the track.”

“[I met] everyone that did their own propeller film. Gave me a lot of inspiration and more passion to do what I do.”
77% found new opportunities including opportunities for their project (30%), themselves (30%) or both (20%). The most cited opportunities related to getting media (62%) or the increased awareness of their project within their school or community (42%). There was appreciation for the recognition received and having a film that could continue to help them promote their project.

“Beyond Blue asked me to go to an event in [Rockhampton]. People are interested in having me at their events to speak because they’ve heard my story.”

“More people have seen the film – given the view that [the campaign] is more professional. It reaches a larger audience, media and stuff. Helped me get into schools and stuff like that.”

New Propeller projects

Propeller encourages young people to watch the films and start their own project. Some of these projects were directly inspired by the films, while others came up with their own ideas (see Project funding below). One hundred and twenty six new projects were created on the Propeller website (Table 3), submitted by 120 young people from across the country.

<table>
<thead>
<tr>
<th>Component</th>
<th>Number</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total projects</td>
<td>126</td>
<td>13 – 26</td>
</tr>
<tr>
<td>Number of young people submitting projects</td>
<td>120</td>
<td>13 – 26</td>
</tr>
<tr>
<td>Fund applicants</td>
<td>80</td>
<td>13 – 26</td>
</tr>
<tr>
<td>Fund recipients</td>
<td>48</td>
<td>14 – 25</td>
</tr>
</tbody>
</table>

Funded Project: Being a Woman on the Land

Who? Zoe is 25.

What? Zoe is producing a podcast series of radio features to highlight the experiences of female farmers.

What’s next? Zoe used the Propeller funding to travel to interview the women and is hoping the series will be aired on ABC radio.

Most projects were submitted from:
Victoria (40%) and New South Wales (27%) (Figure 2)
Metropolitan areas (74%) followed by regional (25%) and remote (2%) areas
Postcodes of higher socioeconomic status with 59% of young people from postcodes with a
SEIFA (Socio-Economic Indexes for Areas) index over 1000 (above average socioeconomic area).

Figure 2. Proportion of projects by state and territory

Funded Project: Comet

Who? Andrew is 24.

What? Comet is a program that trains law students in facilitation and provides free workshops for vulnerable young people to learn about the law and their rights in a relevant way.

What's next? Comet is currently running sessions in two homeless youth shelters in Hobart and are looking to expand.

Find out more at
Ideas

The project ideas that were submitted covered a wide range of community issues. These were grouped into six categories:

**Individual wellbeing (43 ideas):** ideas that contribute to increased support, wellbeing or quality of life for people on a local level.

- Eg. Anti-bullying program for high-school; a practical action framework for promoting positive mental health; discouraging young people from spending excessive time on social media.

**Equity and fairness (38 ideas):** supporting the needs or rights of a disadvantaged or marginalised group.

- Eg. A campaign to promote the importance of accessible education for Aboriginal students; school workshops for awareness and support of the LGBT community; a magazine to reflect and celebrate diversity in shape, size, race, sexuality and gender.

**Community contribution (21 ideas):** making a contribution through or for a larger organisation, such as facilitating fundraising for a charity, or making it easier for people to volunteer.

- Eg. A social enterprise directing funding to alleviate youth homelessness; hosting a live music event to raise funds and awareness of a youth mental health service.

**Environmental sustainability (8 ideas):** ideas with a focus on environmental sustainability.

- Eg. Design of an app that rewards individuals for environmental action such as removing rubbish from beaches; hands-on clean-up initiatives and campaigns.

**Politics (5 ideas):** ideas that target change at a systems level.

- Eg. A summer school for young Australians to learn advocacy skills; a program aiming to get young people involved in political process.

**International aid (5 ideas):** focusing on addressing challenges overseas.

- Eg. Building a preschool in Zambia; raising money to tackle hunger in Rwanda.

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**Funded Project: Crepes for Change**

**Who?** Dan is 21.

**What?** Crepes for Change is a social enterprise – a mobile crepe cart – with 100% of profits going towards the alleviation of youth homelessness.

**What's next?** Dan has purchased a van, found a team, and started selling crepes. He is now looking for more venues to work in and planning to employ and train disadvantaged young people to work in the business.

Find out more at [http://crepesforchange.com/](http://crepesforchange.com/)
A project page on the Propeller website

Young people with new projects created a project page on the Propeller website that outlined the problem and their planned solution. The project page was seen by young people to be helpful for legitimising and creating a promotional tool for their project. Most fund recipients (79%) reported that they did not have a Facebook page or their own website for their project, so having a project page online was seen as a benefit.

Project funding

Some projects were selected to receive seed funding. Two types of seed funding was given. The first ($1 000) went to the 27 projects featured in films. The second ($500) went to the 48 new projects that successfully applied to the Propeller fund.

Forty-two percent of the young people who applied for funding reported their project idea was inspired by a Propeller film. The films that inspired the most action were “RU OK?” (about mental health through connection) (13%) followed by “Alive” (6%) (about suicide prevention) (Figure 3). The remaining 58% said that their inspiration came from other sources.

Figure 3. Inspiration for applicants’ ideas (n=63)

Of the 126 new projects, 80 fund applications were received (63% of projects), and 48 were granted (60% of applications).
Most applications for funding were submitted from:
Victoria (35% funding applicants and 40% funding recipients) and New South Wales (24% funding applicants and 25% funding recipients)
Metropolitan areas (68% funding applicants and 65% funding recipients) followed by regional (32% funding applicants and 36% funding recipients) and remote (1% funding applicants) areas
Postcodes of higher socioeconomic status (SEIFA over 1000 = 58% for both groups) than lower socioeconomic

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**Funded Project: Kids Eye on Life**

*Who?* Jessica is 24.

*What?* The project involves giving young people (aged 16 to 18) with special needs a voice and opportunity to learn new skills through photography exhibitions in the local community.

*What’s next?* The project will become ongoing at the school, as it can be incorporated in the AusVELS and Australian Curriculum under IT and Arts.

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**Use of funds**

Both film participants and new *Propeller* fund recipients used their funds in similar ways, including:

**Equipment (11):** Eg. tables and chairs for a café; sports equipment; a badge making machine.

**Workshops (8):** Eg. graduation workshops; an all ages summit developing leadership skills and dealing with social issues within the local community.

**Printing costs (7):** Eg. printing the necessary resources and booklets that need to be used during the program; printing a survey for first year law students to gain their insight about youth legal issues.

**Marketing (5):** Eg. Design of a logo, letterhead, and various drawings to accompany social media posts; flyers for workshops.

**Events (4):** Eg. annual fundraiser; national launch event for Fresh Faced Friday in Hobart.

Around a third of fund recipients (36%) also received funding from other sources.
Funded Project: Melville Wheelchair Basketball

Who? Emily is 16.

What? Emily was inspired by her sister who is living with Spina Bifida to create more opportunities for sport for young people with disabilities. She started a wheelchair basketball competition, for young people with and without disabilities, creating an even playing field and helping to break down barriers.

What’s next? Emily wants to expand the program and create a junior competition.

Find out more at http://www.propellerproject.com.au/Project/Details/68

Conclusions

Findings
The Propeller evaluation shows young people have ideas to solve a range of challenges and this builds on the evidence that young people are actively contributing in their communities. Propeller has effectively spread the stories of young people creating change in their communities. The films have had significant reach – over 10 million social media exposures, over 330 000 online views and inclusion in high profile film festivals. This is a testament to the quality of the storytelling and the nature of the stories. People want to see stories that are aspirational and authentic and that have purpose, and young people recommend these types of stories to others.

This type of reach contributes to recasting the view of young people as a problem to one of a resource: a significant source of community contribution. It also helps ordinary young people see the benefits they could create when choosing their own pathways in life.

The young people featured in the films benefited from creating the film. They developed new skills, worked with professional film crews, met mentors, and found new opportunities through increased exposure which gave legitimacy to their projects.

Challenges
There were three challenges identified by this evaluation. The first was measuring the impact of the films on the audience in more detail than traditional audience and online metrics – a problem faced by all non-commercial filmmakers. The audience of Propeller is large, far-flung and difficult to contact. Methods need to be developed to obtain audience feedback after viewings to understand how the films disrupt young people’s views of themselves and social change.
The second challenge relates to measuring the impact of the projects. Propeller aims to share examples of young people taking action in their communities and spark other young people’s interest in social change. The impacts of the featured projects and the projects submitted online could be both wide-ranging and highly valuable, but are beyond the scope of this evaluation. Focusing on the implementation of community projects would require a new model involving a small cohort with more intensive supports.

Finally, one of the things young people valued was meeting other young people. While the young people who made films got to “find their tribe” in workshops that prepared them for the film’s creation, those on the website need other opportunities. This need could be explored through strengthening opportunities for peer networking online.

**Considerations**

Propeller demonstrates that an initiative can gain extensive reach from short films, a lesson that can be incorporated into other initiatives. For example, Samsung Adappt, an initiative designed to build entrepreneurial skills in young people through teaching how to make “apps” for social good, could showcase examples of innovative tech for social good and expand interest in tech education. Strategic digital storytelling has the capacity to reach a broad audience to motivate young people to take action.

Propeller has assisted over 150 community projects – involving a diversity of young individuals and teams – to develop confidence, be promoted, expand and grow. An average of two new projects a week were submitted. In the future, some of these projects may be commercialised (such as the Hot Spot Spotter), some are spreading to other sites (such as Pulse Café), and some may turn into self-supporting social purpose businesses (Crepes for Change).

The support Propeller provides projects is valuable. In particular, Propeller provided a platform where young people could showcase their work to others, as few projects had their own website.

Propeller also shows that seed funding is highly prized by young people to grow their projects. Small amounts of money can go a long way for young people and can make a difference to being able to consolidate or scale their solution.

Maintaining these key components of the Propeller model or incorporating them into other digital youth engagement programs would be valuable for young people in creating social change.
## Appendix A: The 27 Propeller Films

<table>
<thead>
<tr>
<th>Title</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers Open Day</td>
<td>Partnering with local council, Miquaelia organized a day in her regional town where businesses opened their doors for local school-leavers to explore their career options.</td>
</tr>
<tr>
<td>How Careers Expos Can Be Done Differently</td>
<td>Imprint is a ‘place-making’ group who act as facilitators between community and local council, ensuring that public space is put to use in a way that benefits as many people as possible.</td>
</tr>
<tr>
<td>Imprint</td>
<td>Multipride is a student-led school leadership group made up of young people from culturally diverse backgrounds who are taking the lead in shaping the school culture they want to be a part of.</td>
</tr>
<tr>
<td>How to make place matter</td>
<td>The Community Outreach Initiative is a team of volunteers who run a fundraising campaign every year to help out a community group in need, often through renovations.</td>
</tr>
<tr>
<td>Multipride</td>
<td>Multipride is a student-led school leadership group made up of young people from culturally diverse backgrounds who are taking the lead in shaping the school culture they want to be a part of.</td>
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<tr>
<td>How celebrating cultures can fight racism in schools</td>
<td>The Community Outreach Initiative is a team of volunteers who run a fundraising campaign every year to help out a community group in need, often through renovations.</td>
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<td>Community Outreach Initiative</td>
<td>Launched in 2012 by Lachy and Al, Fortnightly Fort Night is a series of gatherings that offer a space where anyone can share their secret (or not so secret) creative talent with a supportive audience.</td>
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<tr>
<td>How rolling up your sleeves and volunteering is a whole lot of fun</td>
<td>Vanessa and Keasha started the Just for Kicks program because they wanted everyone to be able to participate in sport for fun and for free and focus on both physical and emotional wellbeing.</td>
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<td>Fortnightly Fort Night</td>
<td>Micky is leading the sustainability efforts at Merici which includes a thorough waste management system and a thriving garden.</td>
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<td>How to reclaim creativity in a blanket fort</td>
<td>Moved by the rubbish that litters their local beaches, students created a walk through experience for people to learn about marine conservation and be inspired to take even one small action.</td>
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<td>Just for Kicks</td>
<td>Will saw his mate suffering from depression and decided to take action. He spreads the word that sometimes something as simple as a meaningful conversation can save a life.</td>
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<tr>
<td>How school sport can be about so much more than winning</td>
<td>Millennium Kids taught Jane and her friends how to safely handle snakes, which was then used as a tool to start conversations between people who thought they wouldn’t possibly have anything in common - transit officers and young people.</td>
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<tr>
<td>Sustainability at Merici</td>
<td>Following the loss of a close friend to suicide, Tiana created easy-to-read business cards listing the Seven Signs of Suicide to raise awareness about things to look out for that might save a life.</td>
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<td>How to make your school more sustainable</td>
<td>To help address suicide, Aiden started SwishStart – a basketball program to help kids learn about, and talk about, mental illness.</td>
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<td>Sea Savers</td>
<td>The Bike Rescue Project works with young people who aren’t engaging with any other education or employment. They take apart old bikes, build new ones, and donate them to charity. Then they do it thing again but this time they get to keep the bike themselves.</td>
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<td>How to spark a conversation about conservation</td>
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<td>R U OK? Community Conversations</td>
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<td>How being a good mate starts with a simple question</td>
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<td>The Snake Project</td>
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<td>How taking a risk shifted power between young people and public transport authorities</td>
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<tr>
<td>Alive</td>
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<td>How knowing the warning signs of suicide could save a life</td>
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<td>Swish Start</td>
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<tr>
<td>How basketball can start a conversation and promote positive mental health</td>
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<tr>
<td>The Bike Rescue Project</td>
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| **CHS Extra**  
**How starting a newspaper gave students a voice in their schools** | Sonja and Ash started the Camberwell High School newspaper run entirely by students, and featuring the things they want to hear about. |
|---|---|
| **Hey Buddy**  
**How apps can make the world a better place** | The Hey Buddy team showed how the power of tech can be used for good when they dreamed up their app idea that provides a place where people can ask for help, and offer help to others. |
| **Role Model Society**  
**How three young guys want to challenge perceptions of young people** | Three mates are challenging their community to think differently about role models, believing that anyone can be a role model. They also want to shift the perception of Indigenous young people. |
| **Fresh Faced Friday**  
**How negative self-image sucks** | Brooke’s getting people together to talk about body image issues, naming their fears and body image concerns and then tearing it up. Fresh Faced Friday is an annual event. |
| **Undress Runways**  
**How to make a real fashion statement** | Edda organised a team to help her launch a fashion show featuring only ethical designers. The runway events are now held in multiple cities and the team has recently launched a magazine. |
| **Dance Crew**  
**How dance connects people** | Coming from Burundi in East Africa, Sadock uses his passion for dance to help young people from all backgrounds feel they have somewhere they belong and somewhere they can get inspired. |
| **Student Steering Committee**  
**How much you can do when students and teachers work together** | The Student Steering Committee brought students and teachers together, enabling students to undertake relevant research about what and how they learn, making a contribution to the curriculum. |
| **Wear It Purple Day**  
**How challenging “that’s so gay” made a school safer** | Jess and Alex weren’t ok with the homophobic bullying in their school and started the ‘It’s not OK to say “That’s so gay”’ campaign at their school and held a Wear It Purple Day, encouraging their community to post pledges and messages of support. |
| **The English Tea Project**  
**How the small things can change the big picture for refugees and asylum seekers** | When Marziya and her family arrived in Australia from Afghanistan, she saw her mother struggling to fit into her community because of the language barrier. She created an informal English language program for recently arrived refugees. |
| **Breaking Down the Door Day**  
**How one young person can bust stereotypes in a small town** | Dayna held a ‘Breaking down the door day’ in her small town Arno Bay that saw the community come together to forget stereotypes and celebrate difference. |
| **Bust a Move Dance**  
**How it’s easy to do what you love and include everyone** | Ali showed it’s not as hard as it might seem to be inclusive when she started dance classes promoting positive body movement and self-expression for young people with intellectual and physical disabilities. |
| **Footy Petition**  
**How a simple petition made a big impact** | Michael found out footballs at his club might involve child labour and started a petition with change.org asking the AFL and NRL to look into their practices, leading to investigation into production processes. |
| **Pulse Café**  
**How a Café can change a School’s Culture** | From a small start with only a $500 coffee machine, Granville Boys High School have developed a fully operational school cafe, run entirely by students, which has changed the culture within the school. |
| **Poetry is not Dead**  
**How to use your creativity to share your message with the world** | Sam wanted to show that poetry isn’t dead and that young people aren’t apathetic. He set up Pipe Up, a poetry slam for young people in the local region, and Youngblood Poets, an online community. |
References


