

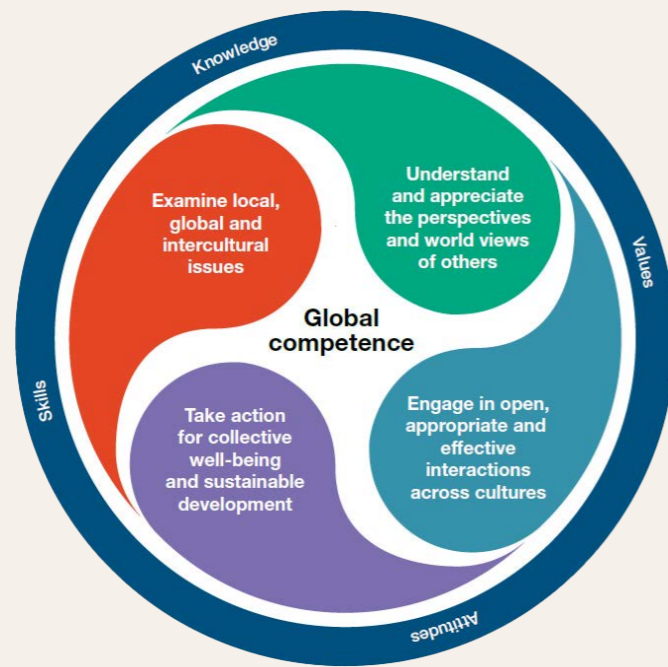
2023 Student Action Projects

A Global Learning and Engagement Program,
Department of Education, Victoria



The 2023 Student Action Projects was supported by the Victorian Government

Project Description



PISA 2018 Global Competence Framework, OECD

The Global Citizenship Student Ambassador One Year Program places students uniquely in the centre of their own learning, leveraging Student Voice and Student Agency, for a project they co-design and implement with their peers. They lead the project in their school, developing and using Leadership skills across the year.

Students as active and empowered learners, who can solve issues locally and understand those connections globally, are growing Global Citizens. As we see from PISA's Global Competence Framework above, taking action for collective wellbeing and sustainable development is a key idea in this work.

Students are uniquely placed to understand issues they see in their own, their peers' and their communities' worlds. This provides authentic learning contexts and motivational learning as their projects are grounded in real-life contexts within and beyond the school.

Each group of students had an accompanying program facilitator from their school, who guided and supported them between sessions designing and implementing their projects. These facilitators took part in Professional Development through experiential learning, learning first hand how to facilitate these types of projects and support and promote Student Voice, Student Agency, Student Leadership for real-world learning.

I have loved the structure of this program, showing me how to support the students in a manageable and inspiring project.

- Sofia Courtney, Wembley Primary School Program Facilitator

I enjoyed the process and thinking tools used throughout the program and have become aware of many useful resources as a result of this program.

- Angela Houghton, Mount Evelyn Primary School Program Facilitator

The students learnt alongside their peers across the country, taking part in the regular Zoom sessions, hearing about other issues students had chosen and why they thought they mattered. They saw how others choose to take action; art competitions, tree planting days, rubbish audits, reaching out for community donations; organising school Cultural Days and more, learning from each other different approaches to Student Action work.

I cherished being on the program as the program helps us build an idea on how to be a Global Citizen, however the thing I enjoyed the most is collaborating with other pupils across Australia.

- Amy, Global Citizenship Student Ambassador

I enjoyed being able to communicate with other schools and being able to learn about the diverse range of issues faced by different communities.

- Samadhi, Global Citizenship Student Ambassador



Project Topics

All projects link to the UN's Sustainable Development Goals (SDGs). These goals are a collective call for action across the planet and by learning more about them and linking their project to them, students start to understand their part in the idea of collective action. The UN SDGs help students see that they are part of a bigger picture of many people, organisations, communities, individuals and countries working towards a better tomorrow and they are never alone in this endeavour.

“I learnt an immense amount about Sustainable Development Goals and how they address the many flaws of our society. I can now readily identify and recognise them in the local society, which will help me address these issues.

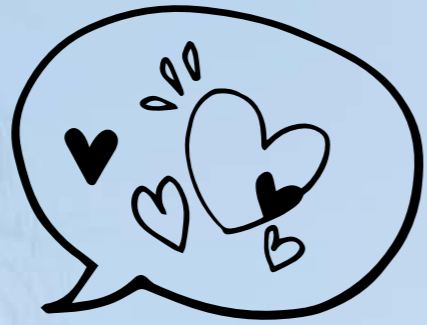
– Aisha, Global Citizenship Student Ambassador

Students have chosen an issue they both see around them in their school and/or local community and care about, wanting to see it improved. We call this heart-mapping.

These projects tend to be interdisciplinary, with links across the curriculum; English, Digital Technologies, Maths and, depending on their project topic, may have a strong link to a particular subject e.g. Science. The projects require students to use, and develop, a range of skills and capabilities; leadership, collaboration, communication, media literacy, critical and creative thinking.

All projects rely on strong education campaigns to be successful in the behavioural change they each aim for from others. This requires the students to have the technical and social skills to design and implement technology content as content creators themselves. Students on the program designed websites, created videos, designed posters, linked assets with QR codes and more. The students used the ideas of educating about an issue, informing about a project and inspiring action to guide their content design.

While the Global Citizenship Student Ambassadors Projects are interdisciplinary, using a range of inter and intra personal skills we divided them into different categories in this booklet. It shows us a snapshot of the landscape of social and environmental issues young people feel they are facing and wish to see change in.



Student

Reflections

“We began with enthusiasm but some uncertainty. Now, we feel empowered and confident in our ability to make a difference in creating a sustainable future. Being a changemaker now seems like an exciting opportunity to drive positive change and influence the future of our community beyond.”

- Wheelers Hill Global Citizenship Student Ambassador

“To us, being a Global Citizen means recognising our interconnectedness and the responsibility to advocate for sustainable practices that protect the planet for all its inhabitants.”

- Wheelers Hill Global Citizenship Student Ambassador

“A Global Citizen is someone that understands what is happening in the world and sees the need for change – we started with a small focus and week by week the focus grew to meet the needs of others”

- Trinity Catholic Primary Global Citizenship Student Ambassador

“We now have the confidence to take action and speak up/call out what we think is wrong.”

- Trinity Catholic Primary Global Citizenship Student Ambassador

“I learnt that no matter how small your voice may seem, if you persist, you will be able to achieve whatever you please.”

- Samadhi, Global Citizenship Student Ambassador

“I have developed my leadership skills through working in a team and with different parts of the school community.”

- Sammy, Global Citizenship Student Ambassador

“If you are welcoming and inclusive it can help you develop more leadership skills. Think deeply about your actions as a Global Citizen.”

- Sadie, Global Citizenship Student Ambassador

“I enjoyed that I got to work with my friends, have more opportunities to learn about science. It was a very fun experience and I would like to do it again.”

- Xoe, Global Citizenship Student Ambassador



Educator Reflections

“I enjoyed the process and thinking tools used throughout the program and have become aware of many useful resources as a result of this program.”

- Angela Houghton, Murrumbena Primary School Program Facilitator

“I have seen the commitment students have on an issue they see as important, how they want to problem solve and their enthusiasm for change.”

- Antonella Tsakmakis, Trinity Catholic Primary School Program Facilitator

“It has been a great chance to really let go and have the students totally run their own project. I feel more confident letting go as the teacher and allowing the students to generate and manage a project themselves.”

- Jacob Myers, School Program Facilitator

“I believe that students have a greater understanding and appreciation of the UN SDG’s and how these can be leveraged to advocate for change, also an awareness of how issues can expand beyond the school campus and have an impact on their wider community (ie. rubbish in the school yard can end up in the local river). They have developed confidence in public speaking and creating awareness campaigns online and throughout the school.”

- Joanna Sommers, Werribee Secondary School Program Facilitator

“I have developed networks beyond the school and developed ideas of how projects like this could be run internally within the school.”

- Joanna Sommers, Werribee Secondary School Program Facilitator

“I feel like I have grown the ability to organise myself, while collaborating with parents and members of the community, scheduling in many things with the students. Learning that students, when motivated, can do a lot more on their own, and they need more time to explore their interests, make mistakes, etc.”

- Caileb Harrison, Kingsville Primary School Program Facilitator

“I have seen each of the students involved flourish in different ways. They had many opportunities to collaborate and explore their own strengths and interests, while working on something that they had full ownership over. The amount of opportunities they had to do things they would not normally do was great. From collaborating with parents and members of the community, designing websites and posters/logos, to leading walks around our local park to educate the younger kids. While it was a lot of work, I can see the changes in every member of the group.”

- Caileb Harrison, Kingsville Primary School Program Facilitator

“Loved the program and would love to participate again next year. Lottie is an amazing facilitator, and we all enjoyed our Zoom meeting with her. She was engaging and extremely easy to communicate with.”

- Carolyn Hilton, Brentwood Park Primary School Program Facilitator

“They love working together and are very keen to share their ideas with the school and get other students involved.”

- Marie Beale, Mullum Primary School Program Facilitator

“This has been a fantastic program which our students are getting a lot out of.”

- Nathan Pearson, Edithvale Primary School Program Facilitator



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Sustainability

These Waste Warriors attacked unnecessary plastic, paper, food or E-waste in their schools to build more sustainable processes, including; implementing Nude-Food lunch boxes, recycling programs, introducing composting or Sub-Pods in school gardens. They actively worked towards contributing to a healthy and happy planet!



GOING GLOBAL



Waste Free Werribee

Werribee Secondary College, Melbourne



Student Solutions:

- Introduced a 50 cent discount to bring own containers to the canteen, working with canteen staff to communicate and implement the new system
- Introduced Nude-Food lunch boxes across the school
- Used a 'showing rather than telling' education campaign approach, showing rubbish collected in large clear bags filled with rubbish collected at assemblies to motivate action.
- Created Project Zero Waste website to host information about climate change and their initiatives e.g. Nude Food lunch boxes
- Wrote a rap music video about waste in Werribee and posters for their initiative
- Set up Instagram page - Project Zero Waste, housing their vp and memes linked to Zero Waste concepts

Werribee Secondary School were the winners of the **2023 Dr Lawrie Shears Outstanding Global Teaching and Learning Award**



Issue identified:

Too much plastic waste being produced both through home lunchbox items and school canteen containers.

The project helped me think about the world around me and the importance of making change. It also showed me that the change can be made through small steps. Though the program is only one year, it taught me that I should be a Global Citizen life long.

- Aravind, Global Citizenship Student Ambassador

GOING GLOBAL



Schools Leading Sustainable Societies

Wheeler's Hill Secondary, Melbourne



Issue identified:

Excessive rubbish in school grounds due to lots of plastic packaging in lunchboxes and the high use of non-recyclable materials, particularly plastics, in the school canteen, with opportunity for school-wide use of eco-friendly materials in all their operations and activities.

Student Solutions:

- Launched an awareness campaign on recycling and responsible waste management at school through various media outlets e.g. newsletters, school council announcements, social media.
- Launched a website '[Growing Green Schools](#)' to house their project, which will continue into 2024
- Collaborated with their canteen provider to source and adopt sustainable packaging permanently
- Researched recycling systems for whole school implementation in 2024



I just wanted to say what a phenomenal experience the Global Ambassadors Program! The presentations last week totally blew me away. It has been so incredible to see our students step up as real changemakers, tackling issues close to their hearts with such zeal and creativity. The impact on our students here at WHSC has been truly awesome. They're already channelling what they've learned into new initiatives, and the buzz around school is electric. Inspired by this year's program, we've jazzed up our student leadership structure for 2024 with the move from an SRC to four teams including a Global Team with Initiative Leaders.

Learn more about the Students Project

[Students Website](#)



GOING GLOBAL



Food Waste in Schools

Mount Waverley Secondary, Melbourne



Student Solutions:

- Implemented compost bins and worm farms around the school.
- Worked with educators at school to source project equipment e.g. tools from Woodwork classes
- Aim to create a school garden to use future school compost.
- Created educational posters shown on the school TVs around the campus and a website to communicate the project aims and initiative.
- Created a DIY Worm Farm video (embedded into their website) to educate others and help them be able to make their own worm farm



Issue identified:

Contributing to Climate Change was the excessive amount of school food waste both through lunchbox waste and Food Technology classes, with no school wide composting system to address it.

I think I learnt most about ways to actually take action. How easy it is to actually help when you don't just brush it off and actually try to contribute, the extremity your projects can reach. The different ways to help out on different scales and communities. It has definitely inspired me to be more active in my own community.

- Jayda, Global Citizenship Student Ambassador

Learn more about the Students Project

[Students Website and video](#)



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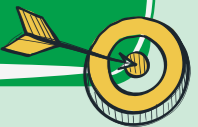
Bin Lid Birds

Lorne College, Regional Victoria



Student Solutions:

- Identified solutions that are being used across the country in areas facing the same issues, including different types of bin locks, that aligned to their criteria parameters: resilient, sustainable and innovative.
- Met and interviewed local groups being affected by the rubbish issue e.g. being fined for rubbish Cockatoos were spreading
- Partnered with a range of community organisations to learn more about the issue and identify solutions e.g. local Mens' Shed solution of a bin 'skirt' design being prototyped and Surf Coast Shire
- Designed posters to educate people about the Cockatoo issue, for school and also local shops and restaurants to display.



Issue identified:

The local community has a lot of unnecessary rubbish on the ground due to Sulphur Crested Cockatoos being able to open bins and extract rubbish on rubbish days. This results in polluting local environments and waterways, resulting in fines for locals and the Cockatoos getting sick and sometimes dying.

“Thank you for the opportunity! Being a small rural school we are often not able to participate in these programs as they run out of Melbourne. The students have really grown as individuals but also as a group.”

- Carly Stafford, Lorne College School Program Facilitator

GOING GLOBAL



Waste Free Wednesdays

Wembley Primary School, Melbourne



Student Solutions:

- Introduced Waste Free Wednesdays with a series of Sustainability initiatives across the year e.g. bread bag collections
- Introduced Nudefood lunch boxes on Wednesdays across Grade 5 and 6 with significant uptake, with data collected pre and post initiative showing waste free lunchboxes increased rapidly.
- Bought and installed a sub-pod into the school veggie patch, using food waste collection from Grades 5 and 6 classes
- Developed a project website that educated and informed the community about their initiatives and aims, including a video podcast on the SDGs, shown at a local high school to educate the secondary students
- Sourced project materials and donations from community partners and businesses e.g. Of-fficeworks for composting labels and Bunnings for worm donations



Issue identified:

Food waste as it has 'an alarming impact on the environment' and being a major contributor to Climate Change.

Personally I've seen improvement in my speaking and leadership skills. This year we have developed many leadership skills, communication is one of them.

- Lola, Global Citizenship Student Ambassador

Learn more about the Students Project

[Students Website](#)



GOING GLOBAL

E-Waste and Mobile Muster

Brentwood Park Primary School, Melbourne



Student Solutions:

- Identified a suitable partner to work with - Mobile Muster, who recycles old and broken phones and accessories, as they have an established reputable program for E-waste donations.
- Set up and ran a collection of old phones and accessory competition between the classes with 12kg collected overall (approximately 100 phones)
- Designed and ran an education campaign about what E-waste is, where to dispose of it and why mobile phone recycling is important to the environment through a series of posters and assembly presentations

Brentwood Park Primary were one of three finalists in the

Dr Lawrie Shears Outstanding Global Teaching and Learning Award

Issue identified:

E-Waste as a lesser known aspect of waste produced. Through focussing on phones and recycling in particular, they were stopping new mining of core metals for new phones, which impacts negatively on the environment.

I believe the students got a sense of belonging to the group. As I worked with students who are not in my grade, we were able to make a close connection as the program runs for the whole year, where other programs I facilitate only run for a term. They learn to work together as a team, reflect on their learning, public speaking, use of digital technology and time management.

- Carolyn Hilton , Brentwood Park Primary School Program Facilitator

GOING GLOBAL



Lids4Kids

Mount Evelyn Primary School, Melbourne



Student Solutions:

- Ran an education campaign with the students and parents about the importance of recycling plastic
- Ran a bottle lid collection initiative across their school and community, collecting over 1,000 bottle caps, donating to [Lids4Kids](#) that needed to be washed and sorted by the Ambassadors
- Partnered with their local McDonalds Cafe to collect their bottle lids for their project
- Plan to use additional lids to create a mural art piece, inspired by the work of Oscar Olivares, the Venezuelan artist, who use lids to create murals with Sustainability messaging.



SOLUTION



Issue identified:

Bottle Tops are a major contributor to waste and landfill which are often overlooked as they are small items.

The students now believe in themselves more. They learnt that they could make a difference to their world even though they are 12 years old.

- Adele Haining, Mount Evelyn Primary School Program Facilitator

GOING GLOBAL

Whole School Waste Overhaul

Trinity Primary School, Melbourne



Student Solutions:

- Conducted a whole school rubbish audit with student representatives per class taking part, supported by [Ceres](#)
- Developed waste goals from their audit to improve recycling and reducing of waste across the school and introduced class recycling monitors
- Sourced glass and recycling bins from Yarra Council which were new for the school
- Implemented a school wide education program, using a distributed leadership model; educating the Class Leaders Prep to Grade 6, who then educated their classes and using the SRC to spread the word.
- Introduced Nude Food Days on Thursdays across the school, educating the school community what Nude Food looks like, incentivising participation with a reward system through a class competition and certificates awarded in assembly
- Educated their community about their initiatives and why waste reduction is important using posters and making a video posted on school social media channels



Issue identified:

An excess of rubbish at their school, focussing on the Year 3 and 4 area which had been identified as a problem area. No recycling or glass recycling bins or systems were present at the school.

What I enjoy most is that I've created great teamwork with people I haven't worked with yet. I enjoyed having conversations in the meetings. We talked about things like people having an impact on the world. I learnt about what people can do to help the world so they can solve issues around the world.

- Anthony, Global Citizenship Student Ambassador

GOING GLOBAL



Little Litter

Kingsville Primary School, Melbourne



Student Solutions:

- Led educational tours through the park for every class from Year 1 which focussed on local flora and fauna and actions they wanted their peers to take action protecting
- Worked with parents who worked in the water industry to help them understand the issue from an expert perspective and researched local flora and fauna to design and lead educational tours.
- Designed their own logo, used on t-shirts, posters and project website
- Designed a website, linked from a poster they designed and displayed around the school for parents and community to access through a QR code
- Organised a clean up day in their community
- Used the Good Life Goals instead of the SDGs showing they understood their audience (younger years)



Issue identified:

The need to protect the environment around Cruikshank Park with local animals and plants and the water quality in Stony Creek which runs through it. As the school sits adjacent to the park, students wanted to lessen the impact students and their families had on the park.

I really enjoyed this program, as firstly, I felt useful, like the stuff I was doing was really going to make a change and help our school, and the wider community improve for the better, as well as raising awareness for the younger students, so they can go on, knowing how to protect our beautiful park. I also felt like I gathered some new knowledge too, getting better at designing and advertising, as well as speaking to younger kids. I'm really glad I was able to be a part of such a great program.

- Hazel, Global Citizenship Student Ambassador

GOING GLOBAL



Little Things with Wings

Mullum Primary School, Melbourne



Student Solutions:

- Used data to inform their project, surveying creatures in their school gardens which informed their project focus
- Visited a local nursery to learn more about Indigenous plants to support their project aims
- Sourced donations of trees from a local nursery and Maroondah Council for an Indigenous Tree Planting Day they led with visiting Chinese international students, Melbourne Star players, local kinder students and prep students from their school
- Ran a whole school Art Competition in Term 4 for all students to participate to raise awareness of endangered local animals, especially 'little things with wings'
- Planning has started at the school for a new garden bed to go in Autumn 2024, with planning continuing in Semester 1 2024.



Animal Varieties

Parrots	45
Crows	0
Magpies	5
Minor Birds	5
Otherbirds	35
Flyes/Bees	5
Wasp/Bees	1
Butterflies	0
Lizards	1
Worms	1
Other	17

Do bees hibernate?

Are there butterflies and bees in winter?

Issue identified:

The lack of 'little things with wings' in their local environment and the need to rewild their school to build habitats for smaller insects and birds.

“ We learnt about how many animals are endangered and need attention.

- Sophie, Global Citizenship Student Ambassador

Inclusion

These Diversity and Inclusion Advocates focus their Student Action Projects on a range of different aspects of Inclusivity in their school and community. From building wider awareness in their school about difference and the importance of Inclusivity for all, to specific aspects of Inclusion e.g. Cultural Diversity, Neurodiversity or Gender Equality. They want to see a more fair and equal world and actively worked towards it this year.



GOING GLOBAL



Neurodiversity and the SDGs

Rossbourne School, Melbourne



Student Solutions:

- They sourced information about the schools neurodiverse student population through a survey they designed and administered
- Creation of a website that educated the school community about the SDGs and neurodiversity to raise awareness
- Creation of posters educating their school community about SDG10 and neurodiversity, working with a local business
- Posting information about neurodiversity to the school social media accounts



Issue identified:

As a special school for neurodiverse students, the Rossbourne Ambassadors focussed on an issue that directly impacted every student in the school; the need for more education about Neurodiversity and how to support and include neurodiverse individuals. The UN Sustainable Development Goals being new to their school and school community.

It is particularly good that good things can be done, innovative and challenging things can be done, where there is a drive to do so and support from school authorities. Having done this program and GYF 2022, it has given me an opportunity to develop the school in new and important directions.

- Paul Brown, Rossbourne School Program Facilitator

Learn more about the Students Project

[Students Website](#)



GOING GLOBAL

St. Albans Primary School

Buddy Systems

St Albans Primary School, Melbourne



Student Solutions:

- Establishment of a buddy system between the upper years and a local kindergarten to support social skill development
- Education campaign of why inclusiveness is important through Dolly's Dream
- Creation has begun of a cyberbullying resource for Years 5 and 6 students (ongoing)
- Community market day to raise funds for Year 5 and 6's Big Day Out with the aim to focus on kindness and to contribute to Dolly's Dream
- Sharing resources at assembly and on school social media

The Ambassadors presented their project at The Kids Conference at Melbourne University in November 2023

Outcomes on leading inclusivity at our school

- Developing stronger relationships with new students
- Students feeling more included through multi-level buddy relationships
- Increasing awareness on the benefits of positive relationships
- Feeling great about ourselves through helping others
- Increasing awareness on ways to seek help when feeling lonely or bullied
- Opportunities to successfully work together and achieve amazing results
- Involving the community and feeling like a stronger community
- Supporting organisations beyond our school

Issue identified:

With over 50 languages being spoken in their school and an outpost of the Western English Language School, with many students newly arrived to Australia, St Albans has a diverse population linguistically and of life experiences, with opportunity for inclusion across year levels. The students additionally identified cyberbullying as an issue in the upper years with a need for more education for students.

This program has been amazing, because I got to help kids my age and younger create relationships.

- St Albans Primary School Global Citizenship Student Ambassador

GOING GLOBAL

Stop Physical Violence

Saltwater P-9 College (Primary), Melbourne



Student Solutions:

- Designing and administering student surveys to find out how they were affected by physical violence which informed the project
- An education campaign including designing posters around being safe and non-violence in the school yard
- Working with their teachers and Wellbeing leaders to identify suitable solutions to a complex issue
- Designed solutions to get to the root issue of this behaviour, including additional indoor and outdoor games and an education campaign, reaching out to community businesses for donations of play equipment and games e.g. Rebel Sport for footballs
- Communicated their project aims and request for materials with parents through posting on schoolbox.



Issue identified:

The need to address physical violence in the school yard, which had been an issue in the school that peers and teachers both identified needing improvement to make their school a more safe and inclusive environment.

I have learnt how to better manage students to have a balance of student agency but also (educator) support. Loved the program!!

- James Peterson, Saltwater P-9 College School Program Facilitator

GOING GLOBAL

The Hello Project!

Milgate Primary School, Melbourne



Student Solutions:

- Used data to inform their project design through a student survey
- Educated students and educators about the project and aims through assemblies and a student produced video shown on the school website and Facebook page
- Designed badges and asked educators to wear them around the school
- Educated younger students about being friendly and welcoming with adapted resources e.g. Sesame Street video



Issue identified:

Administration of a Parachute Survey showed 20% of students in Year 6 didn't feel like they have a strong connection in the year level, highlighting a need for strategies to increase interaction and build a stronger sense of belonging to the school.

I have learnt a lot about identifying issues in our community and then trying to find a solution that can effectively solve this problem in a way everyone likes.

- Taim, Global Citizenship Student Ambassador

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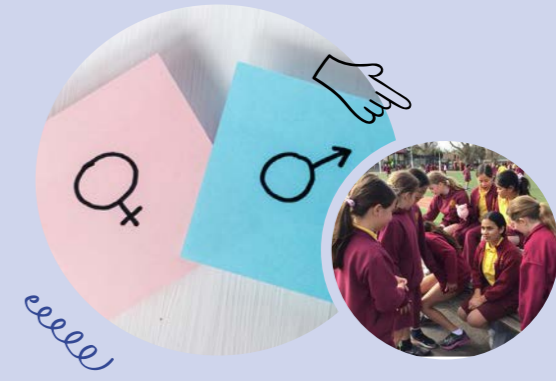
Gender Bias in Playgrounds and Schools

Murrumbeena Primary School, Melbourne



Student Solutions:

- Identified key issues and root causes of stereotyping by conducting students survey and playground observations
- Created an education campaign for students on gender bias and stereo-types, including a video called 'Yes We Can!' with a follow up survey.
- Wrote a newsletter piece informing the community of actions they could take to combat gender stereotypes and exclusion
- Purchased age-appropriate books for/in the library which inform and provide for discussions on gender bias
- Introduced a girls lunchtime soccer club



Issue identified:

Through surveys and playground observations made by students the need to address the ideas of gender bias and exclusion in the playground and educate the school community about gender stereotypes was apparent.

"I learnt how to change the world for the better."

- Kiran, Global Citizenship Student Ambassador

GOING GLOBAL



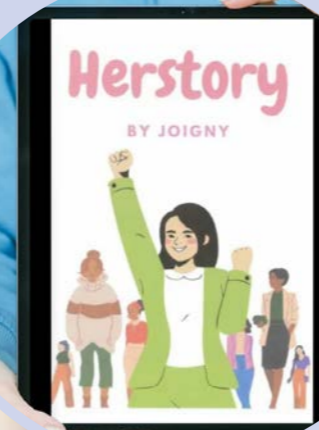
Blow up the Barriers

Sacre Coeur (Primary), Melbourne



Student Solutions:

- Read stories to the Prep students in their school to educate them about inspiring women, showing and discussing how to overcome barriers
- Created a website for their project
- Created an Ebook, Blow up the Barriers contributed by 47 students across the school to share stories of women who have overcome challenges in society and to educate others about the SDGs
- Designed posters and presented at assembly to educate the school about the issue of women's empowerment and share their E-book.



Issue identified:

The need to highlight gender inequalities locally and globally and need to educate others about the barriers women face in work and society and ways to overcome them.



I learned how much one person can affect something. I enjoyed getting to chat with other schools and share my ideas about Global Citizenship.

- Dharma, Global Citizenship Student Ambassador

Inclusion

GOING GLOBAL



Discrimination Elimination – Be Here, Be You, Belong

Our Lady's Surry's Hills, Melbourne



Issue identified:

The opportunity to build a more inclusive environment within the school and create an environment where everyone is seen, heard and respected. They created the phrase: Be here, Be you, Belong.

Student Solutions:

- Surveyed students to identify needs around creating a more inclusive school and canvas ideas
- Set up fortnightly cross age group sessions for peer discussion of issues relevant to belonging and inclusion called LOL Time (love of learning)
- Created posters and presented at assembly to raise awareness of how to include others and announce initiatives.
- Ran a Cultural Diversity Day for the whole school
- Planned and ran a whole school talent show to showcase people's talents



We have really utilised our 21st Century Thinking Skills – Creativity, Critical Thinking Skills, Communication and Collaboration. I feel like I have really improved these skills.

– Isla, Global Citizenship Student Ambassador

Wellbeing

These mental and physical health advocates acknowledged the growing mental health crisis we are seeing in young people and the need for greater awareness for everyone's mental and physical well-being. Through the introduction of activities for mindfulness, strategies and spaces for students experiencing stress and physical health campaigns, the Ambassadors designed their schools to become healthier and happier overall.



GOING GLOBAL



Just Be Kids

St Margarets, Melbourne



Student Solutions:

- Organised a 100% student designed and organised Empower event in just three days for all students Grades 7-11 and facilitating teachers
- Chose suitable Empower activities, surveyed and placed over 150 students into sessions given their top preferences
- Coordinated over email with teachers, who would facilitate the activities, for all students Grades 7-11



Issue identified:

The need for a more responsive activity Empower session, with activities students choose from, that support social and and life skills.

We have really utilised our 21st Century Thinking Skills – Creativity, Critical Thinking Skills, Communication and Collaboration. I feel like I have really improved these skills.

- Isla, Global Citizenship Student Ambassador

GOING GLOBAL



Get Your Runners On and Let's Start Moving

Alexandra and Hamilton College, Regional Victoria



Student Solutions:

- Used data (surveys) throughout their project to inform their sports choices and identify which ones were most popular for future sessions
- Started a weekly club which offered different sports that students could try out
- Got sports equipment donated from the community for the club
- Designed an education campaign using posters and assembly announcements to inform people about the club and why being active is important.



Issue identified:

The need to promote healthy physical activity for young people and more opportunities for students to try new sports out.

We've been doing surveys throughout the whole time to see what we should do and if people are enjoying it.

– Alexandra and Hamilton College Global Citizenship Ambassador

GOING GLOBAL



Mad Chatter Mornings!

Birmingham Primary School, Melbourne



Student Solutions:

- Designed and administer a mental health survey for Grade 5 students that evaluated their mental health aspects and identified preferred coping strategies
- Created an info-graphic from the results to educate the school community about mental health issues faced and ran a whole school assembly about their project
- Worked with in-school and external mental health experts to respond to their issue appropriately e.g school counsellor
- Designed Mad-Chatter Mornings- a weekly 20 min home group discussion using conversation starters they wrote with the support of Round Table Connections staff

TALK



Issue identified:

The need for a dedicated mindfulness student space and education campaign about mental health after they noticed that a lot of students around their school were struggling with mental health issues.

“I’ve enjoyed learning more about being a Global Citizen.”

– Levi, Global Citizenship Student Ambassador

GOING GLOBAL



Mindfulness Space

Dallas Brooks Primary, Melbourne



Issue identified:

The need to address mental health after students learnt that 1 in 4 people suffer from mental health issues. They identified a need for a dedicated mindfulness student space and education campaign about mental health to respond to students' stress, anxiety and anger issues.

Student Solutions:

- A comprehensive plan for the introduction of a school mental health room and support materials, used to petition the school council for a space.
- Used Minecraft to design a floorplan for the mental health room to put in their proposal
- Designed supportive materials and posters to be displayed in the mental health room e.g. Zones of regulation and school about the room.



Global Partnerships

These Global Connectors look at the needs of others more broadly, designing solutions they can address locally, forging local and global partnerships. Connecting with empathy to others' in differing global contexts, the Global Citizens build a wider global awareness through programs such as microfinancing, social ventures and the concepts of privilege.



GOING GLOBAL



Edibeans- Coffee for Good

Edithvale Primary School, Melbourne



Student Solutions:

- Established a viable business, Edibeans, that used and developed a range of entrepreneurial and maths skills, selling coffee through the school and the community at local weekend markets
- Supported a global female empowerment initiative and learnt about micro financing through 23 Degrees
- Forged partnerships with organisations both locally and globally
- Donated over \$800 to four local charity/causes; Down Syndrome, Fight ND, Chelsea Church of Christ Food Pantry, OzChild
- Planned and ran an official launch at their whole school assembly with their local MP, Tim Richardson, in attendance



The Ambassadors presented their project at The Kids Conference at Melbourne University in November 2023



Issue identified:

The Ambassadors wanted to bring awareness to issues faced by both their local and the wider global community and support these initiatives financially through fundraising. Their global focus was on women's empowerment through micro financing a Peruvian women's coffee initiative, with four local charities also supported through a business model students set up.

I have enjoyed talking with people from different schools and how they see the Global Goals.

- Maddison, Global Citizenship Student Ambassador

Community Care

These Community Care Champions selflessly serve others through community outreach, responding to real needs of others they see around them, such as the cost of living crisis, using a range of approaches to help meet these needs. From food bank collections, to cooking meals for those in need, the connection between schools and communities is strengthened as students become more aware of the needs of others.



GOING GLOBAL

Meals for Those in Need

Upwey Primary School, Melbourne



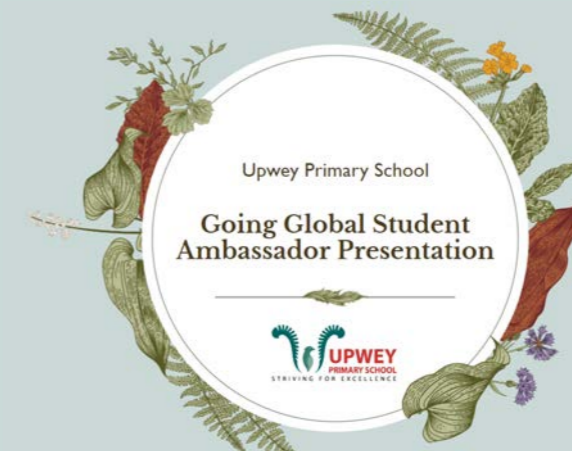
Student Solutions:

- Designed a 6 week food drive collection at their school to contribute to meals at Foothills with posters around the school and assembly announcements
- Organised a collection for Homelessness Week collecting blankets, sleeping bags, jackets, hats and other key items
- Cooked meals in the Foothills Kitchen with the school food drive collected items, donated food items at Foothills, delivering donations and cooking meals at their kitchens for those in need.



Issue identified:

With the cost of living crisis being an issue in Australia, students wanted to help those most in need in their local community with meals. They noticed that too many people are going without meals and are left hungry locally.



Meg's Student Action Programs develop students' knowledge and skills to take action on issues of importance to them in local and global communities.



Lottie Dowling
Manager - Going Global
+61 478649534
lottie@meqlanguages.com

