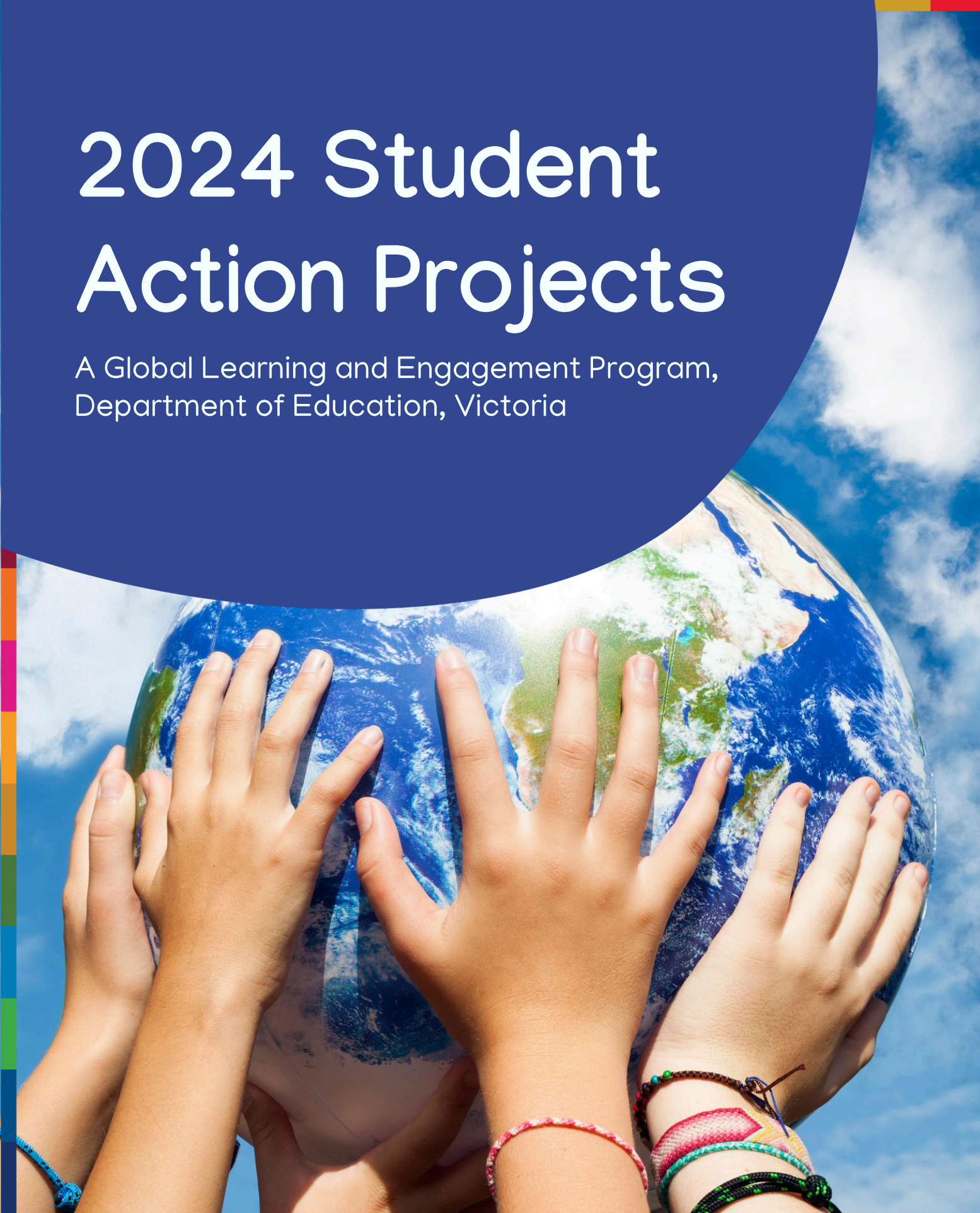


2024 Student Action Projects

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



The 2023 Student Action Projects was supported by the Victorian Government

faces of Milgate

We created EDUCATION POSTERS

Our Garden

Over the year we have planted a lot of different fruits and vegetables. At the start of the year we planted tomatoes and corn which didn't last long, but just recently we have planted snow peas, lettuce, carrots and spring onion.

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 with school educators 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 their Global Citizenship skills. As we see in PISA's Global Competence Framework, 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 and Student Leadership for real-world learning.

IDEA

"I thought my job was done, but the Plastic Manaca is a real concern. It's disheartening to see that my last message didn't stick. Rubbish and especially plastic is everywhere—choking our waterways, killing wildlife, and even breaking down into microplastics that are entering our food and water supplies. I've returned to inspire and remind a new generation that the fight isn't over, and that we must act now before it's too late."

Program Concepts

The Global Citizenship Ambassador Program uses a number of different pedagogical approaches, frameworks and concepts in its program design. These underpin the program design and philosophy of the program delivery, ensuring that the program is student centered, leveraging Student Voice and Agency, utilising inclusive philosophy and practices such as Inclusive Leadership.

Global Competence & Global Citizenship



PISA 2018 Global Competence Framework, OECD

Students developed their Global Citizenship and Global Competence through the program. While the program was called The Global Citizenship Ambassadors Program, definitions and models of Global Citizenship and Global Competence were both referred to the program, highlighting the 'taking action' aspect that is universal to them all.

All definitions and models of Global Citizenship and Global Competence highlight the importance of 'taking action' for people and the planet.

Student Voice and Agency

The program is designed for the Student Ambassadors to have as much Student Voice and Agency with their projects as possible. For the school educators working with the students on their projects, facilitation of how this happened, while still ensuring students achieved their project aims, needed consideration of each school's individual context and parameters.

Student Voice is the beginning of the journey, where students are provided the opportunity and permission to share their views and ideas, which educators and schools can then choose to adopt or decline. The concept of Student Voice still shows that the power dynamic is mainly with adults, given they provide the opportunity and 'permission' for Student Voice to take place.

Student Agency, where students move from vocalising their thoughts, ideas and opinions, to take charge of, and make decisions about their own learning. They still need parameters set by adults to ensure that they meet that sweet spot to ensure they are achieving learning outcomes and working within the realities of school resourcing, including educator time. Student Agency places them in the driver's seat of learning, the best place to be actively learning and developing a range of soft skills, such as critical thinking.

Student-Educator Co-design

Students worked alongside their educators in a co-design process, taking ownership for decisions, with educators guiding them with parameters for their projects and learning overall. The co-design process required educators to 'step back' and actively listen to students' concerns, opinions and ideas and to trust the students to take ownership over the projects, driving their own learning.

Just as the Student Ambassadors and the educators worked in a co-design process, students were encouraged to consider their peers' ideas and feedback and to apply some aspects of 'co-design' elements into their projects.

Inclusive Leadership

Student Leadership is an important part of the program, as it not only develops students' ability to design solutions to local issues, but to lead the implementation of those solutions in their school community. There are many different types and styles of leadership; autocratic, democratic, servant leadership, and charismatic. The Student Ambassadors learnt about and were encouraged to use Inclusive Leadership mindsets and practices.

Initially students were given the opportunity to understand what inclusive leadership looks like looking at models, why it matters and how to implement it, and the outcomes that can come from an inclusive leadership approach. Once students understood what Inclusive Leadership was, they were asked to actively use this style of leadership in the designing and implementing their projects.

The UN Sustainable Development Goals



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, with many people, organisations, communities, individuals and countries working towards a better tomorrow and they are never alone in this endeavour.

In the case studies below, the SDGs that each project has been aligned to are included.

“ The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future.

The Sustainable Development Goals

The Inner Development Goals



All projects link to the Inner Development Goals, which consists of 5 dimensions with 23 skills for human inner growth and development needed for meaningful global change.

The IDGs provides an essential roadmap that can assist us all in navigating and developing our inner lives to catalyse outer change. It challenges us to think not only of the WHAT of the SDGs, but of the HOW using the IDGs.

In the case studies in this booklet, the five pillars of IDGs that all projects aligned to at different stages, are included.

“ The Inner Development Goals Framework simplifies a complex field of human development to help us better identify, communicate, integrate, develop and understand the inner skills needed for sustainable development.

The Inner Development Goals



Project Topics

Students chose an issue they both saw around them in their school and/or local community and identified as something they cared about, wanting to see improved. In the program, we refer to this approach as Heart Mapping.

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

All projects relied on strong education campaigns to be successful in the behavioural change they each aimed for from others. This required the students to have the technical and social skills to design and implement content via different technological platforms as content creators. Students on the program designed websites, created videos, designed posters, linked assets with QR codes and more. They designed their content to: educate about issues, inform about projects and inspire action.

While the Global Citizenship Student Ambassadors Projects were interdisciplinary, using a range of inter and intra personal skills, we divided them into different categories for this booklet for simplicity's sake. This 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's action projects in 2024 fell into five main categories;



Environmental



Community Care



Inclusion



Wellbeing



Global Partnerships

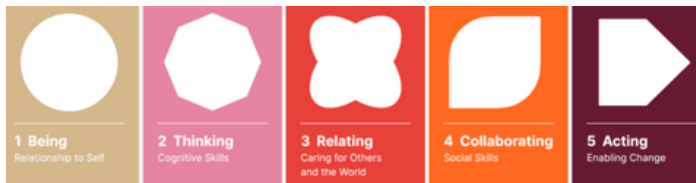


GOING GLOBAL



Wembley's Waste Wipeout

Wembley Primary School, Melbourne



Student Solutions:

- Created and administered an online survey for students about rubbish bin use and to find out what students want to learn more about with waste topics.
- Created and administered an online survey for the community to gather ideas.
- Expanded the Grade 5 and 6 composting systems to other year levels successfully.
- Distribution of veggies grown in the school garden.
- Developed fun, engaging lessons to educate students our waste impact.
- Installed more bins in the yard, with better labelling.
- Developed programs for Recycling Week (November 11th) including an education campaign about bins and composting as well as a clothes swap event.
- Developed a digital and hard copy book about plastic waste (shared in Recycling Week).

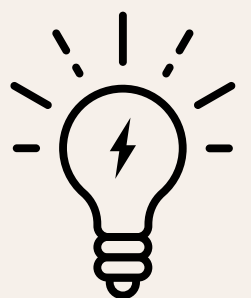


Issue identified:

Room for improvement with the school's ecological foot print. Wanted to build on the school's work in this from the previous year.

Did you know?

- The Great Pacific Garbage Patch is 1.6 million square meters.
- Only 60% of recyclable waste actually gets recycled because almost half of the waste gets put in the wrong bin.
- Plastic bags take ten to twenty years to break down.



GOING GLOBAL



Fighting Food Waste "Thinking Globally, Acting Locally"

St Francis De Sale Catholic Primary School,
New South Wales

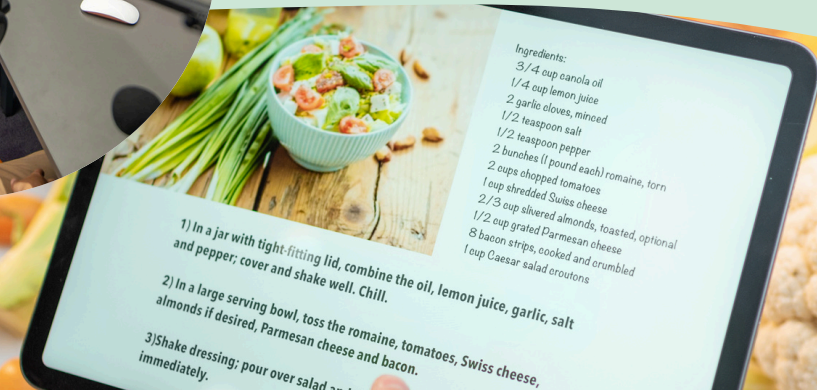


Issue identified:

"The need to reduce food waste, as too much is not good for our environment. The need to educate people about this issue. We want to start small and grow big."

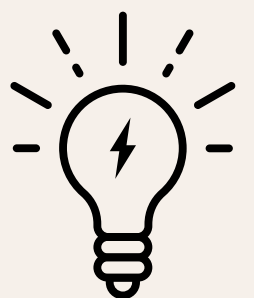
Student Solutions:

- Creating a Food Waste Recipe Book, in print and ebook format.
- Producing a podcast about food waste.
- Connection with a local shop, "Beyond Best Before" that sells 'nearly expired food' (near or past best-before date) for a fraction of retail prices.
- Educating parents via Compass and at the school Learning Symposium, with an info booth with students as the educators.



Did you know?

- Wasting food is an important global issue! Over 10% of global greenhouse gas emissions are due to wasted food. This is even more than aeroplane emissions.
- Over one-third of all food produced is wasted.
- 1 in 9 people in the world do not have enough food to eat.



GOING GLOBAL



Plastic Free Planet

Kingsville Primary School, Victoria



Student Solutions:

- Created a new movie script based on an original school play, 'Garbage Guy and the Littering Menace' called 'The Return of Garbage Guy: The Plastic Menace' It explains that cleaning up litter shouldn't be left to a Superhero. Everyone can be involved!
- Planning to cast, shoot and show the new movie at assembly and on school website.
- Have Garbage Guy character visit classrooms to remind students how they can assist with reducing rubbish and plastic waste at school.



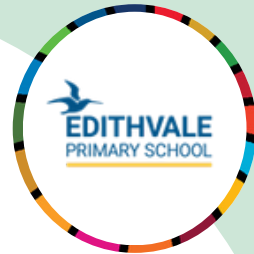
Issue identified:

Too much plastic and waste at school due to rubbish not being put in the correct bin, too much plastic packaging coming to school.

Did you know?

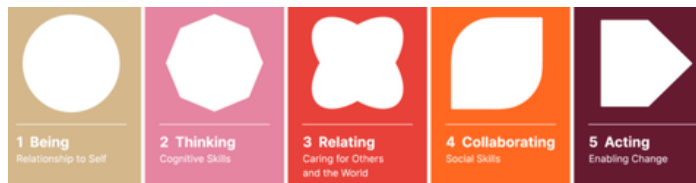
- Plastic pollution doesn't decompose, it breaks down into smaller pieces that poison our ecosystems and kill animals. Birds, fish, and even larger creatures mistake plastic for food, leading to suffocation, starvation, and death.
- Plastic is one of the most harmful pollutants in our oceans. Over time, they break down into microplastics, but they never fully disappear.
- Plastic pollution isn't just an environmental issue—it's a human health crisis. Microplastics are making their way into our water sources and food chains. We're ingesting harmful plastic particles without even realizing it, and the long-term effects on human health could be devastating.

GOING GLOBAL



Reducing Food Waste

Edithvale Primary School, Victoria



Student Solutions:

- New fruit and vegetable composting systems in each classroom.
- Education program delivered at assemblies and classrooms to make community aware of the amount of waste and it's impact.
- Create posters to display around the school and in classrooms to educate everyone.

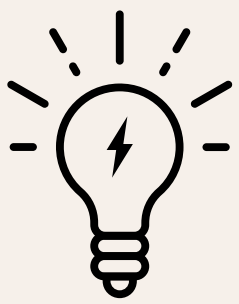


Issue identified:

Excessive food waste at school as students haven't been taught which type of rubbish goes into which bin and there are not enough bins or right type of bins. Students and the community don't know the impact of food waste on the environment.

Did you know?

- Worldwide 1/3 of food produced goes to waste.
- In Australia, 7.6 million tonnes of food is wasted every year.
- 10% of global greenhouse gas emissions are caused by food in landfill.

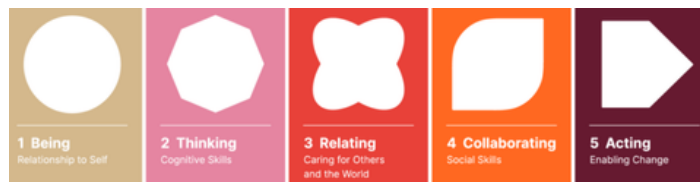


GOING GLOBAL



TCC Titan Green Adventure

Thomas Carr Secondary, Melbourne



Student Solutions:

- School community consultation for ideas and concerns around waste, including a large fabric banner displayed for students and staff to contribute ideas.
- Worked with the local council to conduct a litter audit that provided the facts that helped drive the students project.
- Created student-produced education campaign artefacts with key waste data including; posters with the school mascot, video, assembly announcements and newsletter posts written by students.
- Negotiating with school leadership and the canteen to remove the sauce packets after discovering through the waste audit that 20% school litter is tomato sauce packs.
- Worked with Nature West (not for profit org) to plant 200 donated native plants to increase the school green space and make a positive impact on the community's environment.



Issue identified:

Wanting to improve the schools overall sustainability approaches and address any negative impact on our their environment, primarily through waste.



To develop a sustainable future for people and the planet, its important to cultivate qualities like empathy, creativity and resilience. Abilities in cricial thinking and problem solving can help address environmental challenges. Skills in collaboration and communication are essential for working in diverse groups to implement sustainable practices.



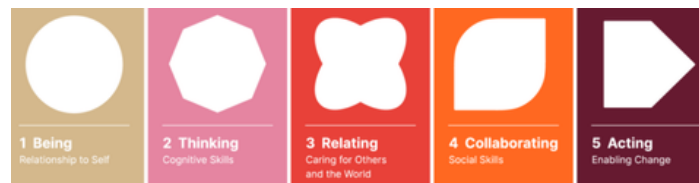
- Lily-Rose, Global Ambassador

GOING GLOBAL



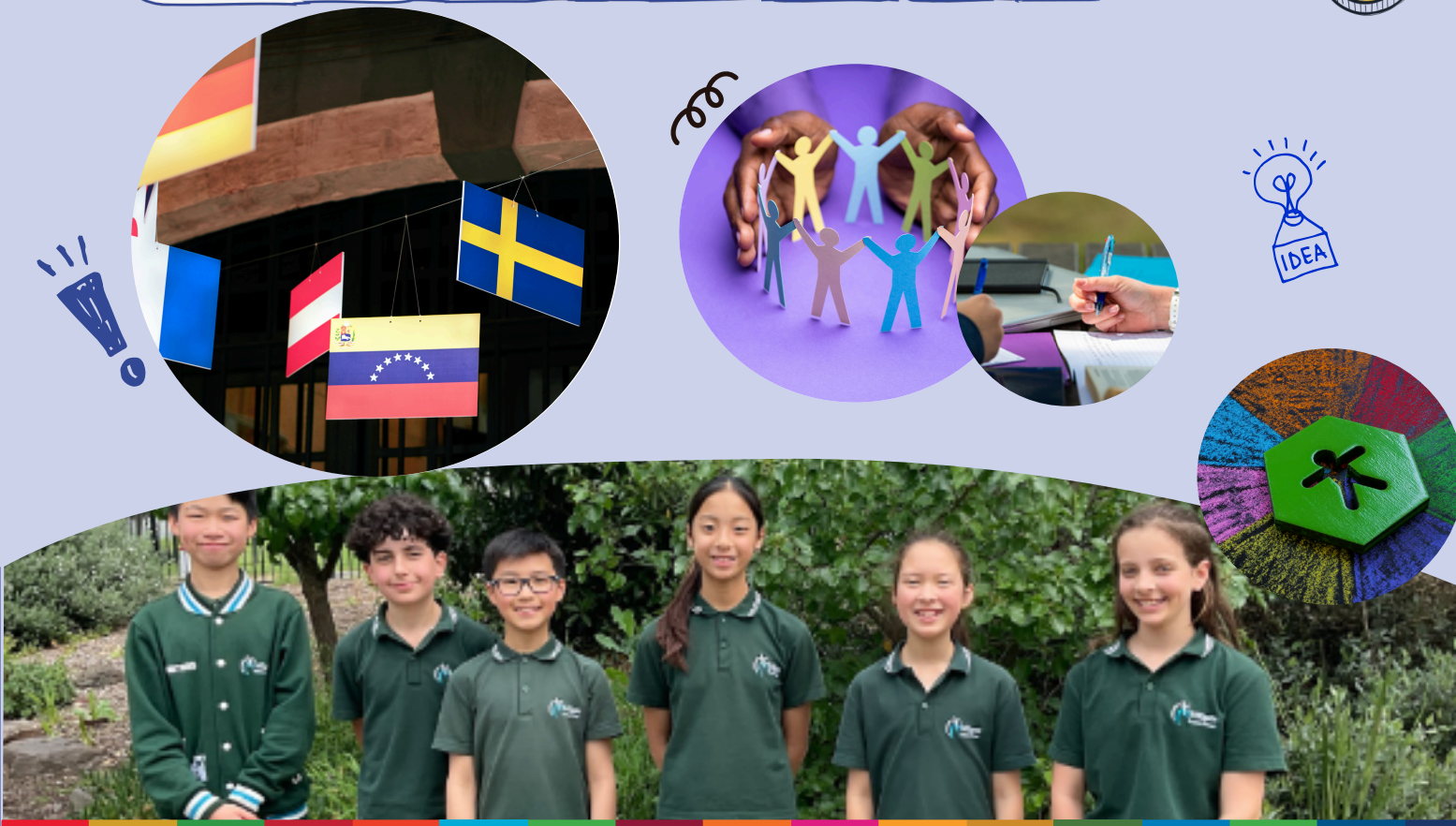
Faces of Milgate

Milgate Primary School, Melbourne



Student Solutions:

- Created a survey for years 3 to 6 to discover what the focus of their project should be this year. As part of student leadership at Milgate, student leaders are asked to consider how they can hear all the voices of the student community.
- Spoke to the students in foundation to year 2. The Student Leaders went into the classrooms and conducted and used their survey questions to discuss with students.
- Presented their project at the whole school assembly.
- The final video will be placed on the school website and on a television in the school foyer.



Issue identified:

Lack of knowledge about all the different cultures in the school, leading to potential stereotypes and an opportunity for stronger sense of belonging for everyone at school.

“

On a global level, we believe that if we understood each other more there would be fewer problems in the world. With an increase in cultural inclusivity, we would have greater diversity in our friendships and understand the world community.

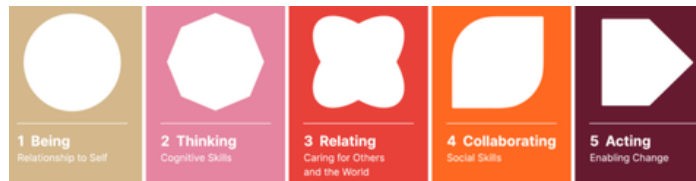
Milgate Primary Student Ambassadors

GOING GLOBAL



Addressing Homelessness

Rossbourne School, Melbourne



Student Solutions:

- An education campaign on homelessness for their school community, including building a project website.
- Educating students at a local primary school about homelessness and sharing ways to take action.
- Fundraising efforts e.g. cake stall to raise money.



Issue identified:

Homelessness in Melbourne is a major issue and is on the rise. Lack of information and understanding about the issue of homelessness by peers and in the community.

Did you know?

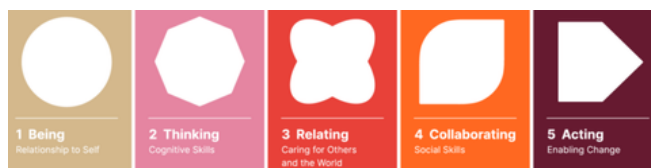
- 122,494 people were estimated to be experiencing homelessness on 2021 Census night, males made up 55.9% and females 44.1%.
- Homelessness is affecting those of a younger age, including those still in their teens, 23.0% of all people experiencing homelessness were aged 12 to 24 years.
- ‘Cost of Living Pressure’ is presently being felt throughout the community and is pushing services for homeless people to the limit.

GOING GLOBAL



Stress Less

Our Lady of the Sacred Heart College,
New South Wales



Student Solutions:

- Organised a Walkathon for all students in Term 4, raising money for a school gym.
- Coordinated sourcing community donations for Walkathon prizes.
- Designed and delivered an education campaign for their issue using school platforms such as Instagram and posters.

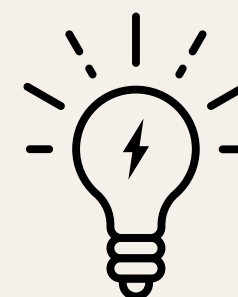


Issue identified:

Student population mental health stress levels were concerning, as identified by a student survey done at the start of 2024. Students' main problem was the lack of sporting opportunities that were not representative of sports.

Did you know?

- Students, younger and younger, across Australia are reporting mental health and stress issues.
- Doing physical activity causes brains to release 'feel good' chemicals, such as endorphins and serotonin that can help improve your mood and emotions.
- Having strong social connections has many positive outcomes, including lower rates of anxiety and depression, higher rates of self-esteem, greater empathy, and better relationships.

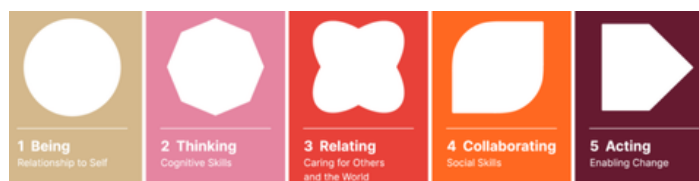


GOING GLOBAL



Product Police: Spot it, Stop it, Swap it!

St Michaels Catholic Primary School,
New South Wales



Student Solutions:

- Created a survey to find out the most commonly used products.
- Creating a Minecraft game for students to play to learn more about which chemicals are in products we use on our bodies and skin.
- Inviting a chemist in to learn more from a community expert.

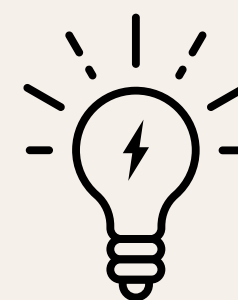


Issue identified:

A lack of information for people around what chemicals are in our health products we use daily and the impact they have on our health.

Did you know?

- Parabens are chemicals used to keep lip gloss and other products fresh for longer but they can interfere with how our body's natural signals work, which isn't good for us!
- There are many chemicals in the products we use daily in our hair and on our body, we often don't realise that they can be harmful.



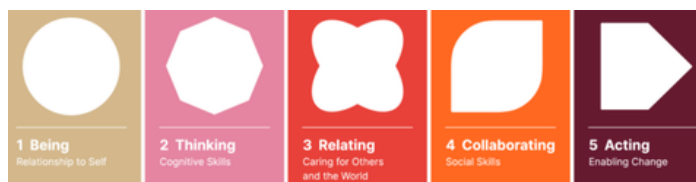
GOING GLOBAL



Healthy Friendships

“Friends that stay together, slay together!”

Firbank Grammar School, Brighton



Student Solutions:

- Produce and display posters with slogans promoting positive social behaviours.
- Collaborated with other Year 6 leadership to construct a Gaga Pit so that children who felt lonely could join in games of Gaga ball during break times.
- Designed an education campaign to educate about friendship and SEL issues e.g. difference between wanting to be alone at times and loneliness.
- Hosted an assembly focusing on positive social behaviours.
- Analyse results of student end of year well-being survey to track improvement in students experiencing feelings of loneliness.

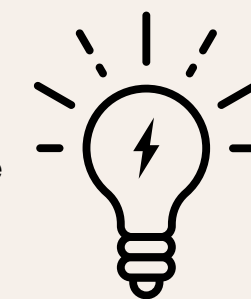


Issue identified:

The need for more information around how students can develop and maintain healthy friendships.

Did you know?

- Loneliness among children can result in a decline in both mental and physical health.
- In Australia, loneliness is more common among young women than young men.
- The use of mobile phones and social media among children is seen as one cause in the increase of loneliness.
- Wanting to be alone at times is different to loneliness.
- To feel lonely at times is normal but it should be a trigger to do something different in your social relationships.



GOING GLOBAL



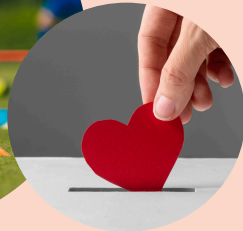
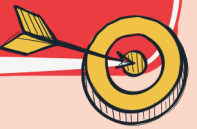
Global Connections

Mernda Primary School, Victoria



Student Solutions:

- Fundraisers organised for overseas partnership schools, working with teachers, canteen staff and the school principal to ensure the events ran smoothly.
- Conducting education campaigns for the school community through assembly presentations and grade level presentations with Q&As for students and for parents via Firefly (communication platform).
- Running a sausage sizzle fundraiser, raising \$1,500, which was donated to the breakfast program at Recrando Raizes Primary School in Brazil.
- Running a weekly Friday icypole fundraiser with profits going to the Christmas fund in the Bahamas.



Issue identified:

Students in many countries experience inequities through poverty such as hunger and lack of education opportunities.

Did you know?

- 69 million children live in poverty, living without nutritious food or heat, in some of the world's richest countries.
- Many children from poor families are unlikely to complete their education, including Primary School.
- Finding out that the lifetime of a child is eight to nine years shorter for those born in poverty when compared to those born in wealthy areas.



Our goal is to help children overcome the hurdles that poverty places in their paths, to help children live a full life and reach their full potential.

Mernda Global Citizenship Student Ambassadors

“

Although change is difficult, dedication, perseverance, resilience and determination will get you through challenges, lead from the heart, bring everyone along with you, and never lose sight of the impact you can make together.

- OLSH Secondary School Ambassadors

“

Good global citizens have care and compassion for others. They are willing to help and cooperate with others. They have their own ideas and express themselves, but are open to changing them if proven wrong.

- Edithvale Primary School Grade 5 Ambassadors

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

