



# Meg.

Global Citizenship  
Student Design Sprints

Languages.  
Culture.  
Technology.

# MEG LANGUAGES



**At Meg Languages our purpose is to create a more interconnected, peaceful and empathetic world for all. We do this by creating Global Citizens through language and intercultural experiences.**

This is achieved through our innovative Spanish and Chinese language programs; and through our Going Global offering that supports schools to become Globally Competent through varied initiatives.

A core part of our ethos is to recognise that learning is more effective when meaningful communities are created and engaged with purpose. We leverage technology to facilitate cross border and inter-school connections where students are either connecting with language teachers in Latin America or China for authentic language acquisition; or they are connecting with other students to build strong communities of Global Citizens.



# GOING GLOBAL

Going Global builds Globally Competent Schools and teacher capability in Global Citizenship Education. It offers a range of student programs, teacher professional development and whole school initiatives that build the knowledge, skills and attitudes towards Global Competence.

We believe that every school has the means to be a Globally Competent School and we support schools work towards this with approaches that are meaningful and authentic, and go beyond language programs.

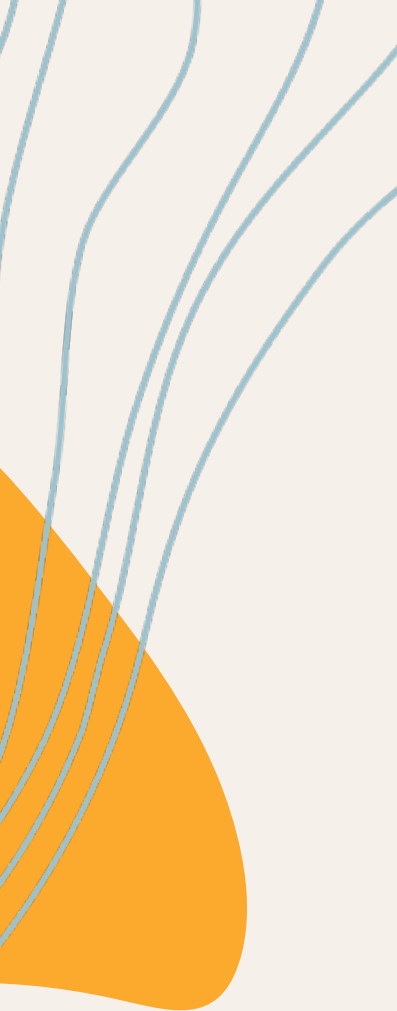
Much of the Going Global work is supporting teacher capability growth in Global Education through online self-paced PD courses or face to face (or Zoom) sessions.

Our hallmark Globally Competent Schools consultancy program, co-creates with schools a comprehensive action plan to address seven key areas, with both short and long term goals, towards whole school Global Competency.

We work together with schools to ensure our young people are equipped to thrive in our interdependent and interconnected world.

**“I FOUND THE COURSE INFORMATIVE FOR DEVELOPING MY UNDERSTANDING OF GLOBAL CITIZENSHIP EDUCATION, AND BUILDING ON MY KNOWLEDGE IN THIS AREA. THE SHARING OF RESOURCES TO USE IN MY CLASSROOM WAS PARTICULARLY HELPFUL.”**

**- Karen Caswell, Coomera  
Rivers Secondary School**



# GLOBAL CITIZENSHIP STUDENT DESIGN SPRINTS

**Our students are our future. They are passionate, capable, informed young people, ready to lead initiatives that support the essential skills of tomorrow - Global Citizenship.**

Meg's Student Action Design Sprints are unique one day programs that are a hybrid of online and offline learning. They build student leadership and Global Citizenship initiatives in your school. They provide an opportunity for students to work with their school peers on an important issue, but also meet and collaborate with peers nationally that care about similar issues.

Students take part in an exploration of key ideas linked to the event topic, hearing from a range of speakers, experts and sources to provide a solid foundation of knowledge for them to build their Design Thinking projects on.

In the second part of the day, they will select a local issue to design a solution for that impacts their school and local community. They will explore designing projects that are truly inclusive and ways to amplify impact. Schools are encouraged to provide the support and opportunities for students to implement their projects after the event is finished.

Ongoing support from Meg's team is available.

**“Have confidence in your young people. Give them a chance and they will surprise you.”**

**– Kofi Annan, Former Secretary General to the UN**



## DIVERSITY AND INCLUSION DESIGN SPRINT

### Learning objectives

- Develop an understanding of how Diversity and Inclusion relates to Global Citizenship
- Explore ideas and perspectives linked to Diversity and Inclusion
- Identity their own local context for Diversity and Inclusion
- Develop Design-Thinking and project planning skills
- Identify ways to take action on issues of importance and interest

This one day event will take place through a series of online/offline idea explorations and design tasks linked to Diversity and Inclusion. Students will be challenged to find ways to identify, support and promote diversity and inclusivity in their school and local communities.

The event starts off with exploration around the key ideas linked to Diversity and Inclusion, with students accessing a variety of speakers and resources that will set them up for the design challenge.

An activity booklet/handouts will be provided for each participating student with activities and a range of exploration resources.

Available from Grade 5 upwards.

**DIVERSITY IS  
ABOUT ALL OF US  
AND ABOUT US  
HAVING TO FIGURE  
OUT HOW TO WALK  
THROUGH THIS  
WORLD TOGETHER.**

**- Jacqueline Woodson**



# TECH FOR GOOD DESIGN SPRINT

## Learning objectives

- Explore ideas and perspectives around Digital Citizenship and Media Literacy
- Identify impacts of social media use on their age group
- Develop Design-Thinking and project planning skills
- Identify ways to take action on issues of importance and interest through social media and tech platforms

This one day event will take place through a series of online/offline idea explorations and a group design task focussing on using 'tech for good'.

Students will begin by identifying ways technology and social media impact their age group and the communities generally. They will then apply their learning to work on a group design challenge to identify and use 'tech for good' to impact their school community.

An activity booklet/handouts will be provided for each participating student with activities and a range of exploration resources.  
Available for Grade 5 upwards.

**TECHNOLOGY IS  
BEST WHEN IT  
BRINGS PEOPLE  
TOGETHER.**

- Matt Mullenweg,  
Social Media Entrepreneur

# FAQs

## Who can attend?

Students from Grade 5 and 6 upwards can take part and once the school has confirmed their interest the number of participating students will be confirmed. At least one member of staff must be available for the whole event to be online for meetings and to support and guide students in the off-line design and idea exploration tasks. For larger groups, more educators will be needed to attend and support their students.

## How should we select students?

It is up to each school how they select the participating students. However, we feel it is important for students to self-nominate so it's clear they have a vested interest in the event and topic. It's probably already obvious to teachers who those students are; they want to make a difference in the world, they show leadership potential and they care about their school communities. Students may have little to some experience in Global Citizenship or Student Action projects and initiatives.

## What support is there to extend this work?

Meg's Going Global self paced PD course, [Young Changemaker Education](#), will be available for all staff to access both pre and post event.

Students will be provided with an activity pack of handouts and resources prior to the day.

## How much time is spent online during the day?

We know that it's hard to concentrate for long periods of time online so we've designed the day to be a mix of both online and offline tasks to give everyone a break from the screen. While some online group tasks will allow students to meet other participating students, a range of asynchronous tasks are included across the day, including some non-screen time tasks.

## I have a question that hasn't been answered. How can I find out more information?

Reach out to [Lottie@meglanguages.com](mailto:Lottie@meglanguages.com) for more information or to have a chat about building student action projects and Global Citizenship initiatives in your school.



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**“Our school’s vision was to help our students become global citizens in an ever changing world. With the professional assistance of Lottie Dowling and the Going Global – Internationalising Schools Framework, we were able to develop specific and realistic goals for our school, students and community. Lottie’s expertise, passion and dedication to foster global education was clearly evident throughout our consultancy. Having access to professional learning courses and practical resources not only helped our school’s Language program, but it established clear and targeted actions towards internationalisation. The program enabled our students to take steps to develop global perspectives, build cultural understanding and empathy.”**

**- Stephanie Hamer, St Brendan’s Catholic Primary School,  
Lakes Entrance, Victoria.**