

# GLOBAL LEARNING: STUDENT ACTION



## BEST PRACTICE SNAPSHOT – MILGATE PRIMARY SCHOOL, MELBOURNE “THE HELLO PROJECT”

### 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

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

Sadie, Global Citizenship Student Ambassador

Student designed badge that was worn by staff on duty to remind students to be friendly and inclusive.



### STUDENT SOLUTIONS

- Used data to inform their project design through a student survey
- Educated students and educators about the project and aims through assemblies
- Produced a video with students P-6 saying hello in different languages and explaining the project aims, shown on the school's website and Facebook page
- Designed & made badges for educators to wear around the school
- Educated younger students about being friendly and welcoming with adapted resources e.g. Sesame Street video

### SDGS AND INNER DEVELOPMENT GOALS



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## BEST PRACTICE SNAPSHOT – YERONGA SECONDARY, BRISBANE YERONGA CELEBRATES!

### ISSUE IDENTIFIED

The need to identify, communicate and reflect on issues centered around addressing racism and discrimination. They wanted to do this alongside focusing on celebrating diversity and inclusion across the school and wider community.



Cultural bunting was seen as a more accurate way to represent cultural identities, rather than national flags tied to one geographical location

### STUDENT SOLUTIONS

- Identified their issue through feedback elicited from students, carers & staff.
- Supported discussions on their topic at their Student Congress meetings
- Established 'World Wide News' to help students learn to current global events and provide a channel for students wishing to discuss these issues
- Organised a whole school event, 'Yeronga Celebrates' with student-created cultural bunting created, reflecting their intersectional cultural identities
- Used digital storytelling to communicate project events: Social media, Youtube, school newsletters, etc
- Participated in a cross-yearlevel design sprint with Meg for Cultural Diversity and Inclusion.

### SDGS AND INNER DEVELOPMENT GOALS



GOING GLOBAL

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## BEST PRACTICE SNAPSHOT: ST MICHAELS CATHOLIC PRIMARY SCHOOL, NSW “GLOBAL GUARDIANS”

### ISSUE IDENTIFIED

The need for more cultural awareness and inclusion with over 60 different cultures represented in their school. A survey identified confusion around the terms 'stereotype, prejudice, discriminate' indicate a need for an education campaign.



Year 6 students hosted a range of activities for cultural education and exploration. International food stalls provided a popular, and delicious addition to the day!



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### STUDENT SOLUTIONS

- Created an education campaign for their school community on the key issues and terms, including an episode on their school podcast and an educational video.
- Created a 'Global Guardians' project website.
- Participated in Meg design sprint for Cultural Diversity and Inclusion, settling on the idea of a whole school cultural event.
- Organised a whole school, 'Global Fiesta' with student-designed and facilitated activities, including cultural performances.

“ We hope that one day, everyone will be a Global Ambassador!

Abigail, Global Citizenship Student Ambassador

### SDGS AND INNER DEVELOPMENT GOALS

