



St Francis College

Q1: What was your initiative or project about?

Briefly describe the initiative or project. How did your school become aware of the issue or opportunity? Which Wish for Education did it address?

Our project, "Harmony-ish," was a student-led short film created for the BCE Student Voice Challenge. Presented in the comedic style of *The Office*, the mockumentary follows a fictional rehearsal for our school's Harmony Day event. It begins with confusion and chaos, then gradually turns into a meaningful journey of learning and connection as students explore what Diversity, Equity, and Inclusion really mean.

The idea came from real conversations between students during Harmony Week. We noticed that while Harmony Day is a fun and exciting event, not everyone fully understands the purpose behind it. This sparked the idea to use humour and storytelling to reflect on how we sometimes miss the mark, and how we can grow through honest conversations and shared experiences.

This project addressed the Wish for Education focused on Diversity, Equity, and Inclusion. It encouraged students to explore their identities, celebrate their cultures, and listen to the voices of others. The creative process gave students ownership of the message and highlighted the importance of making space for every voice in our community.

How did you bring the initiative or project to life?

Explain how students and staff worked together to plan and implement the project. What roles did students play?

The idea for "Harmony-ish" came from a collaboration between students and staff who wanted to approach Diversity, Equity, and Inclusion in a creative and engaging way. Together, we watched clips from *The Office* and brainstormed how to use that mockumentary style to explore what Harmony Day really means.

We helped come up with scenes and wrote dialogue. The video featured only students, and each of them brought their own energy, humour, and attitude to their roles.

Staff supported the process by helping to guide the structure and filming, but the voices, performances, and overall feel of the video were completely student-driven. It was a genuine team effort that reflected the strengths and creativity of our school community.

What made it successful?

What positive changes or outcomes did you see for students? How did it improve their experience at school?

The success of "Harmony-ish" came from how deeply students connected with the process. It gave them a platform to express their ideas and experiences in a way that felt fun, safe, and real. By using humour and creativity, students were able to reflect on important issues like cultural identity, equity, and respectful inclusion without feeling like they were being lectured or put on the spot.

One of the biggest outcomes was the sense of ownership students felt. They weren't just participants - they were the writers, actors, and directors of the message. It gave them the confidence to speak up, collaborate with others, and see that their voice can have an impact in shaping school culture.

The video also sparked wider conversations among students and staff about what inclusion really looks like in everyday school life. It made space for voices that aren't always heard, helped break down stereotypes in a light-hearted way, and reminded everyone that learning about each other's cultures is something we can do together.

Q4: What would you do differently next time?

If another school wanted to run a similar project, what advice would you give them? What lessons did you learn?

If we were to do it again, we'd focus on involving an even wider range of student voices earlier in the process - particularly students from diverse cultural backgrounds who could help shape the story from the ground up. While the final video reflects many perspectives, we learned that involving more cultural input during the brainstorming stage would have added even more richness and authenticity to the project.

One key lesson was how powerful humour can be when exploring important topics like Diversity, Equity, and Inclusion. It made the message more accessible, but it also required thoughtful discussion and trust between students. Creating space for those conversations early helped set the tone.

Our advice to other schools would be to give students creative freedom and trust their instincts. Support them with structure, but let them take risks and own the message. And make time for reflection throughout the process - that's where some of the most powerful learning happens.

School: St Francis College, Crestmead Best Contact: Peter Lewis Project/Initiative Title: Harmony-ish