



Global Education Goes Pop A Toolkit for Youth Workers

2020



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Young People We Care**



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INTRODUCTION



Today we live in an interdependent and changing world, filled with challenges and opportunities. To assist young people in understanding and tackling these global challenges, we need to provide opportunities for the youth to learn about and explore global issues.

Knowledge and understanding of global issues and respect for other people and our environment form the framework of the concept of Global Education.

Global Education does not provide the answers to all the questions of our time, but it does offer the potential to support young people in becoming conscious global citizens who question the world and are committed to their ideals. At the same time, through globalization and digital technology, societies are going through fast-paced change, enabling youth to have a civic voice and connect with one another on a massive scale and across traditional boundaries.

Young people today consider popular culture to be 'cool'. We define the pop culture as a relationship associated with young people's everyday interests of music, art, media, internet, TV, radio and fashion – it offers creativity, challenges, participation and engagement.

When you see a Lady Gaga music video, do you think of it as a teachable material? Probably not. But pop culture is a useful tool that can help get youth interested and engaged in learning, and even offer resources for better understanding global issues.

Based on the above, the objectives of Global Education Goes Pop Toolkit are to:

- introduce global perspectives into young people's local contexts;
- increase the capacity of local level in teaching global issues to young people;
- generate youth-friendly approaches and methodologies for learning-action processes on global issues using pop culture.

The toolkit is specifically developed for local organisations, structures, trainers and youth workers to teach global education to young people, using pop culture. It also offers learner-centred, participatory, dialogue-oriented and experiential methodologies, rooted in themes and forms of pop culture.

This toolkit is structured into six chapters, covering the various aspects of engaging young people in Global Education through a few main themes: Pop culture and Global Education, Go Pop in Learning and Go Pop in Action. Chapter 6 briefly discusses the role of evaluation within the global learning process and includes examples that can be used in combination with the remaining activities.

You can also check the contacts of the team and partners of this publication. Make sure you share this reading with colleagues, contacts and networks that might be interested.

In the meantime, enjoy reading!



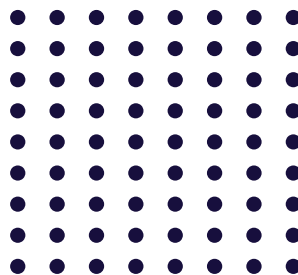


Aims and Target Groups of the Global Education Goes Pop Toolkit

This Toolkit has been designed with the aim to actively engage young people into global learning processes through approaches and methodologies of pop culture. While there are many and good resources already available for young people, the Global Education Goes Pop Toolkit aspires to concentrate on the elements of pop culture and on how these pop elements can be utilized to attract the attention and interest of young people to engage with global issues in a meaningful way. It is developed based on learner-centred, participatory, dialogue-oriented and experiential methodologies, aiming to enhance young people's awareness and understanding about the Sustainable Development Goals and in particular three of the 17 goals: SDG 5 – Gender Equality, SDG 11 – Sustainable Cities and Communities and SDG 12 – Sustainable Consumption and Production.

The Toolkit has been developed primarily for youth workers and youth trainers in non-formal educational settings that work with young people between the ages of 14 and 30; however, it can equally be used within the formal education system. Since the project itself focuses on organisations and structures within small localities of no more than 50.000 inhabitants, the toolkit has been developed with these settings in mind. Of course, the activities can be applied in any bigger town or city as well.

Finally, the GEGL project team would like to keep connected with its communities, follow up on their actions and in this way contribute to a global community of engaged citizens striving to work towards sustainable development. Therefore, please use the hashtags **#GEGL** and **#GlobalEducationGoesPop** whenever you are sharing any information on social media related to this Toolkit, the project and of course your actions resulting from the activities in this toolkit.





About the Project

Global Education Goes Local is a 3-year global education project (2017 – 2020) funded by the European Union that brings together seven partner organisations to foster commitment of European citizens to take an active role towards meeting the challenges of the interdependent world we live in. The project engages over 30 small localities (under 50 000 inhabitants), where the main intervention of the activities take place, involving mainly young people. Raising awareness, capacity building of local structures and taking actions are part of the key process of the project. It is centred around two key approaches: *Going Local & Going Pop*.

Going Local

While involving a number of international activities and processes, the project's main intervention is in small localities (maximum 50 000 people, but aiming for smaller) in six EU countries, namely Austria, Bulgaria, Cyprus, Lithuania, Slovenia and Spain. 'Grounding' global issues and global education processes on the very local level is a red thread throughout the whole project, answering to a lack of concentrated efforts to engage communities in small towns to build awareness on global issues (usually more isolated from tendencies and disadvantaged in terms of opportunities for learning and interaction). The combination of learning efforts and action allows to better connect local realities with global issues and take local actions for global change. Finally, the project does not only touch the local level, but considerably invests in building enough institutional and personal capacity for learning and acting around global issues beyond the lifetime of the project.

Going Pop

The idea of using pop culture as a medium and a starting point to explore global issues with young people is somewhat innovative and bears a lot of potential. Global awareness has so far mainly been addressing young people through schools using curriculum-based contents. The approach to take pop culture, which young people already engage with and are highly interested in, brings new perspectives into the future pedagogical development of global education. Based on what is currently trending among young people, the project has produced this youth-friendly toolkit and an online training course, connecting global issues to popular music, movies, series, TV shows, memes, Youtubers and vloggers, video games, comics, street art, social networks. Through developing their own actions after participating in the global learning process, young people have the opportunity to use their favourite elements of pop culture for raising awareness on global issues and for promoting the SDGs.

More information about the project and its activities and partners can be found through the project website: www.globalgoeslocal.cega.bg



Partner Organisations



C.E.G.A. Foundation (Bulgaria): C.E.G.A. – Creating Effective Grassroots Alternatives Foundation is the coordinating partner organization within this project consortium. C.E.G.A. works for capacity building in different levels, changing attitudes and improvement of policies for social inclusion of disadvantaged communities. C.E.G.A. is a non-profit organization registered in 1995 with non-profit purposes. It is an action-oriented organisation, working in three main fields: Capacity building; Improvement of policies for social inclusion; International cooperation, especially in the field of youth work. Priority themes are global education and attempts to eradicate global poverty, human rights, gender equality and sustainable ways of living. The main target groups of the foundation are local organizations and groups; Public authorities both on local and national level and schools. The young people are a cross-cutting priority target group in all fields and activities. www.cega.bg

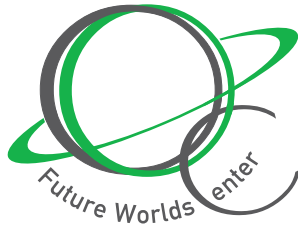


Institute for African Studies (Slovenia): The Institute for African Studies (IAS) is a non-profit NGO established in 2004 as migrant organisation working on awareness raising and advocacy. IAS is striving to be a centre for research, global education and development education (DE&DE), advocacy, diversity dialogue, sustainability, entrepreneurship and global perspectives. The IAS team is implementing various projects across Slovenia with asylum seekers, refugees, migrants and minorities', communities and youth (both in elementary and high schools, Universities and youth centers), as well as with local, national authorities and the media and internationally. IAS is actively engaged in the Africa diaspora network as think-tank group working on AU-EU policy development for sustainable global development. www.african-studies.org



Cazalla Intercultural (Spain): Cazalla Intercultural is a local NGO located in Lorca, Murcia, in the South East of Spain, founded in 2007. The mission of its team of professionals is to promote active citizenship, social inclusion, youth mobility, voluntary service, sustainable development, stand up for human rights, integration, non-discrimination and against gender-based violence, through non-formal education, youth information and international cooperation. Their work is structured in 4 main fields: Voluntary service, Capacity building, International cooperation in the field of youth and Local youth work. www.cazalla-intercultural.org





Future Worlds Center (Cyprus): Future Worlds Center (FWC) is an incubator of social entrepreneurs who envision, design, and implement projects that promote the culture of co-existence, human rights, and peace, using methods grounded in the latest technologies, the science of dialogic design, and democratic dialogue. FWC's mission is to enable people

to re-think and re-solve social challenges, both on the local and the European level. FWC's actions are positioned right at the edge of where social change can happen. FWC is an organisation in which ideas, projects, methodologies, and people are interconnected. Future Worlds Center has three operating units: Global Education Unit, Futures Design Unit and the New Media Lab. www.futureworldscenter.org



Globalcitizen.lt

Global Citizens' Academy (Lithuania): Global Citizens' Academy (GCA) is a non-governmental organization, which aims to promote active global citizenship and welfare among young people in Lithuania and abroad. It is built on the fundamental values of social justice, solidarity, respect, responsibility for oneself and for other people, open-mindedness, active participation, cooperation and belief in making a difference. The

areas of the specific expertise of GCA include global education and global citizenship, human rights education, promoting equality and social inclusion of young people, intercultural dialogue, contribution to young people's personal development and wellbeing. www.globalcitizen.lt



Südwind Entwicklungspolitik Steiermark (Austria):

As a development-political NGO, has been committed to sustainable global development, human rights and fair working conditions in the global South for more than 30 years. The main work of Südwind Entwicklungspolitik

Steiermark consists of educational work in and outside schools, campaigns and information work. With the help of partner organizations all over the world, Südwind Entwicklungspolitik Steiermark receives first-hand information. The intention is to communicate global topics locally. Focus topics are: fairer globalization, SDGs and Global Citizenship Education, fair trade, fair working conditions, fairer economic system as well as migration and development.

www.suedwind.at

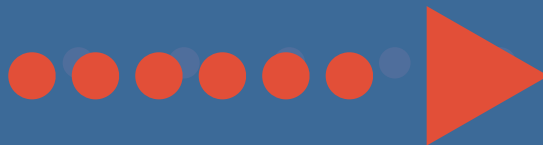




Young People We Care (Ghana): Young People We Care (YPWC) is a registered youth-led and youth-focused, non-profit organization that is headquartered in Ghana. The organization is operated by young people (ages 15–30) and adult allies working on youth and development related issues worldwide. YPWC is passionate about sustainable development, the realization of the Sustainable Development Goals and the promotion of a culture of peace and universal human rights for all.

YPWC's vision is to provide a 'youthful voice' that seeks to address the numerous challenges facing leaders of tomorrow by effectively using young resourceful minds to influence the course of global policy formulation and development in a consistent and harmonized manner. YPWC's mission is to provide young people with tools and resources for effective action, encouraging youth participation in global issues and identifying and building sustainable partnerships aimed at youth development. www.ypwc.org





YOUNG PEOPLE, POP CULTURE AND GLOBAL EDUCATION





What Are Young People Interested In?

For the recent study entitled “Young Europe 2019¹”, 8.220 people aged 16 to 26 were interviewed online on topics such as their own living environment, identity(s) and attitudes. The survey took place in Germany, Great Britain, France, Spain, Italy, Greece, Poland, Denmark, Sweden, Finland and Norway. Among the key findings of the study, among others, was that **migration and asylum, environmental policy** and **economic and fiscal policies** were considered to be the main challenges to be addressed within the EU. One in five young Europeans was at demonstrations within twelve months. The proportion of young people who refrain from using products for political or ethical reasons, or who just consumed them for that reason, is just about as high. Young people became politically active, especially in terms of **environmental protection, equal pay and gender equality**. Political participation takes place offline, more often online (“like” and sharing political contributions in social media, participation in online petitions). While climate protection and environmental policy are more of an opportunity rather than a threat to young people, the topic of immigration and migration is clearly seen either as an opportunity for one’s own life or as a threat. The increasing digitization is seen above all as an opportunity and only a few see the development problematic. In terms of “Europe”, on the one hand there is a clear desire for stronger convergence of the European countries. On the other hand, young people’s voter turnout, especially in the European elections, continues to decrease and voting as a whole is less understood as a duty. There is considerable scepticism regarding the fact that politicians strive for close contact with the population and represent their interests appropriately.

A further insight to what young people is interested in today is provided by the “Youth Goals” developed as part of the EU Youth Strategy 2019-2027. The Youth Goals also highlight the areas where change still needs to happen so that young people in Europe can realize their potential. Around 50.000 young people from all EU countries participated in a Europe-wide survey in 2018, based on which the following 11 Youth Goals were formulated²:

1. Connecting EU with Youth
2. Equality of all Genders
3. Inclusive Societies
4. Information and constructive dialogue
5. Mental health and well being
6. Moving rural youth forward

1. www.tui-stiftung.de/unsere-projekte/junges-europa-die-jugendstudie-der-tui-stiftung/junges-europa-2019-die-jugendstudie-der-tui-stiftung/ (accessed August 2019)

2. www.youthconf.at/wp-content/uploads/2018/04/YouthGoalsHandout.pdf (accessed August 2019)





7. Quality Employment for all
8. Quality Learning
9. Space and participation for all
10. Sustainable green Europe
11. Youth organisations and European programmes

When looking at how young people's interests could be turned into reality, a representative survey of 818 German-speaking 12 to 19-year-olds in private households in Germany on the use of cultural education offers at digital cultural venues (YOUTH / YOUTUBE / CULTURAL EDUCATION.HORIZON 2019) gives answers on how young people like to learn and absorb new content.

The **audio-visual learning in the form of web videos** is of great importance for the respondents and represents a normal part of their everyday life. The video platform YouTube™ is the leading digital medium for young people and almost half of them also use it for school learning. For many of the teenagers, the videos are a stimulus for them to become artistically active themselves - they feel inspired to imitate and participate in areas such as dance, film, music, gaming or drawing. The attractive thing about the tutorials and explanatory videos is that they can be viewed as often as desired and at any time, which seems to meet the expectations of young people in terms of their own learning rhythms and learning times. In addition, young people have the impression that much of what is shown online is feasible and easy for them to do. It is important for the majority of respondents that the videos are "entertaining", "funny" and "new / contemporary". When choosing videos, they rely on recommendations from friends, influencers, family and teachers. The majority of the interviewed young people also want a stronger reception, a critical analysis and help with the production of web videos at school³.



3. www.bosch-stiftung.de/sites/default/files/publications/pdf/2019-06/Studie_Jugend%20Youtube%20Kulturelle%20Bildung%202019.pdf



The Concept of Pop Culture

In this publication, Pop Culture is understood as the current culture of youth. This culture is under constant change and subject to many different influences. Something that is popular today can be outdated by tomorrow. The expression 'Pop Culture' is best known from the music industry: the music that is played on popular mainstream radio stations.

Every generation of youth creates its own pop identity, which is linked to music, sports, games, food, lifestyle and even feeling of life. Because of the internet and the easy access to information and media, Pop Culture becomes wider and more mixed. But this also changed Pop Culture in itself. In its beginnings it used to be very political. Nowadays it seems to be mainstream, in many aspects it is about selling and consuming. Artists try to sell, not to shock.

Pop Culture in general follows different mechanisms:

- Ambivalence: apparent contradictions as for example virtuality and reality or technology and emotion are lifted.
- The principle of being up-to-date and the pursuit of the new. Pop Culture thus follows the fashion principle.
- Use of mass media: They are the central means of presentation and aid for spreading the genesis of Pop Culture. They influence and/or interactively involve consumers, e.g. at Wikipedia, eBay or podcasts.
- Constant transgressions, rapid change and the associated subcultural and revolutionary image, which is used by major brands today.
- Satisfaction of the need for fun and intense experiences.

The Influence of Media

The influence of media on our lifestyles and on the Pop Culture keeps increasing. Media forces the idea upon us to constantly consume more; and influencers on YouTube™, due to their strong presence and their high reputation in social networks, are primarily carriers for advertising and marketing.

Another trend of the Pop Culture is internet phenomena such as the "salmon challenge", the "10 years challenge" or the "ice bucket challenge", where ordinary people record "crazy" tasks on video and publish them on the web.





Young People and Pop Culture

With regard to young people, Pop Culture plays an important role in relation to their identity, the creation of an own culture, self-expression, possibility of pretending to be somebody, expression of emotions, self-exploration and the desire to be noticed. Generally speaking, today's young people are interested in the different elements of Pop Culture if those are catchy, attractive, visual, viral, accessible, addictive and easy to digest (e.g. video of 30 seconds). They want to get an immediate feedback. Getting "likes" has become a substitute for social acceptance. Young people want to have the possibility to choose something

and do not want to be limited by someone telling them what to say. Young people like to express themselves through pictures and emoticons, they like to communicate easier and faster. Another desire is to create different identities and to learn about - and experiment with - their identity. They like to have the possibility to behave in an anonymous way and in spaces where their parents are not. In addition, they also want to have learning opportunities.



Pop Culture Online

The most important channel for Pop Culture among young people is the internet – especially the video channel YouTube™. Here they find inputs of vloggers and influencers dealing with different topics. Further popular channels are the social media apps Instagram (a free, online photo-sharing application and social network platform, which allows users to edit and upload photos and short videos) as well as Snapchat (a free instant messaging service for use on smartphones and tablets).

Next to the vloggers there are bloggers, who work similarly to vloggers, except that bloggers write, and vloggers shoot, cut and edit videos. The US-based company Netflix deals with paid streaming and the production of films and series and allows young people to watch the films they want at the time when they want. Amazon instant video sells streaming offers for movies and TV series as well.



Pop Culture Offline

Offline channels where young people get in touch with Pop Culture are multifaceted. Comics, videogames, movies, talk shows, realities, stand ups, poetry slams, Pub quiz, ads/campaigns, brands, music and art are examples.



Popular Movements among Young People

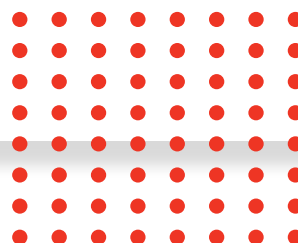
As **climate protection** is one of the topics many young people are really concerned about, blogs, posts, photos and videos on social media dealing with a sustainable way of life have become increasingly trendy and are already part of the Pop Culture of young people (e.g. blog and influencer videos of dariadaria).

The current worldwide **Fridays for Future Movement** shows that about 2 million young people worldwide are interested in being part of a great change, experiencing self-efficacy and getting active for their own future. What this movement also shows is that there is a huge number of young people who are interested in meetings in real life (offline), in getting in touch with real persons, in fighting and engaging together for something real, in creating posters and banners and in organizing themselves for meetings, protests, actions and workshops.

The movement uses both online channels and offline channels to make a sustainable way of life trendy, to connect young people and to drive a change towards a more sustainable world.



Furthermore, this movement can also be seen as an attempt by young people to separate from the parent generation on the one hand and from the stage of childhood on the other hand. So, it is not just about protesting for a healthier environment but also about being against the lifestyle of their parents. Perhaps being rebellious and revolutionary is a form of expression for today's youth.



Global Education and the Sustainable Development Goals

Global Interconnectedness – from Benefits to Challenges

We live in a world where we are connected with other people – socially, politically, economically and environmentally. Increased trade between countries, migration flows, the growth of international and political organisations and changes in transport and communications technology mean that these connections are rapidly increasing.

Being a part of the globalised and closely interconnected community brings a lot of benefits to human beings. It contributes to the widening of people's horizons, increases possibilities to consume goods produced in different parts of the world, ensures access to knowledge and the products of science and technology, helps developing people's understanding of diversity in the societies, provides more opportunities for personal and social development and possibilities of sharing ideas and joint action towards solutions to common problems.

At the same time, the process of globalisation causes many social, economic and environmental challenges, namely, increasing poverty in societies, a growing gap between rich and poor countries, disparities between privileged and non-privileged people, forced migration, human rights violations, exploitation of vulnerable groups of people, racism and xenophobia, armed conflicts, insecurity and growing individualism, climate change, ecological imbalance, pollution, the exhaustion of natural resources and many more.

Dealing with Major Global Challenges. The 2030 Agenda for Sustainable Development

To tackle the major issues that the global society is facing today, the world leaders came up with an agreement that will help to foster the sustainable development of our planet. In September 2015, the General Assembly of the United Nations adopted the 2030 Agenda for Sustainable Development also known as Sustainable Development Goals (SDGs). This agenda is applicable in every country and aims to mobilize efforts to end all forms of poverty; fight inequalities and tackle climate change while ensuring that no one is left behind. The Agenda includes 17 goals with 169 associated targets that address major social, economic and environmental challenges of today's world. It is built on 5Ps:



People – the SDGs aim to end poverty and hunger and to ensure that all people can fulfil their potential in dignity and equality and in a healthy environment.



Planet – the SDGs stand for the protection of our planet from degradation through sustainable consumption and production, sustainable management of natural resources and urgent action on climate change.



Prosperity – the SDGs are meant to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.



Peace – the SDGs aim to foster peaceful, just and inclusive societies which are free from fear and violence. Sustainable development is not possible without peace, and peace is not possible without sustainable development!



Partnership – the SDG Agenda calls all stakeholders to mobilise their efforts towards achieving the targets of the SDGs, based on a spirit of strengthened global solidarity, focussed in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

In the frame of *Global Education Goes Local*, the project prioritises three of the SDGs that are being addressed through the project activities:

- **SDG 5 – Gender Equality.** This goal aims to achieve gender equality and empower all women and girls. Why is it important? There are many reasons for that. First, gender equality is the fundamental human right and a necessary foundation for a peaceful, prosperous and sustainable world. Moreover, advancing gender equality and ensuring equal opportunities for all regardless of gender is critical to all areas of a full-fledged society – from reducing poverty and inequality to ensuring health and well-being and access to education.
- **SDG 11 – Sustainable Cities and Communities.** This goal aims to make cities inclusive, safe, resilient and sustainable. As the world is becoming increasingly urbanized and the population living in urban areas is growing, dealing with equality and inclusion of all people, ensuring decent housing and effective waste management, tackling the issues of pollution and energy consumption as well as ensuring resilience to natural disasters and the effects of climate change are of crucial importance towards building strong and sustainable communities.
- **SDG 12 – Sustainable Consumption and Production.** Our personal consumption patterns are the most frequent way that connects us daily with a wider world. Through our personal consumption patterns, we make a huge effect (both positive and negative) to all three dimensions of sustainable development – society, economy and environment. Therefore, looking for ways to make our consumption and production patterns more sustainable and initiating even small changes might lead to a positive impact on people and planet across the globe.

Although the partners of the GEGL project focus only on the three SDGs mentioned above, it is important to remember the fact that all 17 SDGs have many interconnections. For example, ensuring sustainable consumption and production patterns (SDG 12) cannot be achieved without ensuring decent working conditions for people (SDG 8) or ensuring proper housing and living conditions (SDG 11) can lead to reducing poverty (SDG 1). Moreover, ensuring quality education (SDG 4) is at the heart of the Agenda for Sustainable Development and essential for the success of all SDGs.

Global Citizenship and Global Education

Achieving the targets of the SDGs is the joint responsibility of everyone: governments, businesses, civil society. Every individual also plays an important role in the implementation of the SDG Agenda. Individual habits, behaviours and actions have an effect on people and planet, that's why, we need every human being of this world to act in the society as active and responsible global citizens.

Whom can we consider as a global citizen? All of us use many benefits and privileges of being a part of the global community. But how do we deal with the global challenges? What is our responsibility towards them?

There are many definitions of a global citizen. Here is the one provided by the authors of the toolkit Six Steps to Global Citizenship. A Guide for Youth Workers, Youth Leaders and Trainers: "We can call a global citizen the one who acknowledges the benefits of being a part of a global community but also recognises personal responsibility towards it and acts on it. The behaviour of a global citizen is based on an understanding of the global interconnectedness and a commitment to the collective good."

SDG target 4.7 recognises the importance for every person to acquire the knowledge and skills needed to promote sustainable development. Global education is one of the holistic educational approaches, which can help any person grow and develop as active and responsible citizens and contribute to positive change towards a more sustainable and fairer planet both locally and globally. It is an active learning process built on the values of solidarity, equality, justice, inclusion and cooperation and contributes to the eradication of poverty and the promotion of sustainable development. Global education allows every learner to go through a process from learning to action and thus develop their own understanding, skills and values necessary for the contribution to the sustainability of the local and global communities.



Learning Outcomes and Global Competence Framework

“Global competence is the capacity and disposition to understand and act on issues of global significance.”

Global education is a learning process and as such it aims at developing the specific sets of competencies among the learners with whom we are working. So, what do we really want to do, when we do global education? We want to take the people with on a learning journey with the ultimate goal to motivate them and develop capacities to take action, fight against global injustices and act for sustainable development.

This final goal requires several steps, since the youth and youth workers need to better understand the world and its interconnectedness before taking actions. This includes being able to explore and understand how their own action has an impact on people on the other part of the world; critical thinking, meaning being able to critically assess, question and rethink what they read, watch and hear in public. They need to develop the aptitudes that will finally drive them into action, such as empathy, solidarity, creating and maintaining meaningful relationships, and challenging stereotypes and prejudices.

There are many global education frameworks created in the field. This toolkit would like to draw your attention to the one developed by CCSSO and Asia Society, which showcase four dimensions or groups of competences, which are:



Investigate the world – learners are able to and motivated to ask questions to better understand the world, its interconnectedness and issues that are important globally. They develop the competence of critical thinking. They are able to develop the argument based on compelling evidence that consider multiple perspectives;



Recognize perspectives – intercultural competence, recognizing that one's perspective can be different than the perspective of others in terms of values, access to information, education, quality of life etc.;



Communicate ideas – ability to work and communicate with diverse groups, active listening, collaboration;



Take action – the learners have the know-how, motivation and courage to plan and implement the action, to be able to assess the impact, taking into consideration the potential consequences for others.





Graphic: Educating for Global Competence: Preparing Our Youth to Engage the World, Veronica Boix Mansilla & Anthony Jackson

Investigate the world

- Identify an issue, generate questions, and explain its significance.
- Use variety of languages, sources and media to identify and weigh relevant evidence.
- Analyze, integrate, synthesize evidence to construct coherent responses.
- Develop argument based on compelling evidence and draws defensible conclusions.

Take action

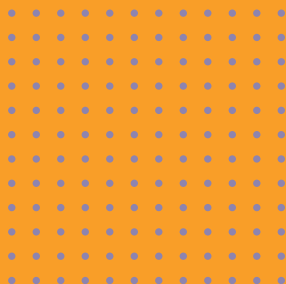
- Identify and create opportunities for personal or collaborative action to improve condition.
- Assess options and plan actions based on evidence and potential for impact.
- Act, personally or collaboratively, in creative and ethical ways to contribute to improvement, and assess impact to action taken.
- Reflect on capacity to advocate for and contribute to improvement.

Recognize perspectives

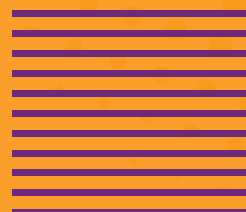
- Recognize and express their own perspective and identify influences of that perspective.
- Examine others' perspectives and identify what influenced them.
- Explain the impact of cultural interaction.
- Articulate how differential access to knowledge, technology, and resources affect quality of life and perspectives.

Communicate ideas

- Recognize and express how diverse audiences perceive meaning and how that affects communication.
- Listen to and communicate effectively with diverse people.
- Select and use appropriate technology and media to communicate with diverse audiences.
- Reflect on how effective communication affects understanding and collaboration in an interdependent world.



HOW TO USE THE TOOLKIT





This toolkit is designed to be used in various learning settings with young people between the age of 14 and 30. It is targeted towards youth workers in a non-formal education context but can just as well be used by teachers within the formal education settings. The activities are designed in a way that they can be adapted according to the participants' age and most of them work with smaller groups just as well as with slightly larger groups up to 30 or 35 participants.

It would be most useful to use a variety of tools and activities from this toolkit, in order to engage participants and motivate them to take their own actions afterwards.

Structure of the Toolkit

This toolkit is structured into six chapters, covering the various aspects of engaging young participants in Global Education through pop culture. **The introductory chapter** explores briefly what the Global Education Goes Local project is all about, as well as who is behind this toolkit. **Chapter 2** looks at what young people are interested in, it discusses the different elements of pop culture and its meaning for young people; it further contains an introduction to the SDGs as well as to Global Education and the global competence framework, which the toolkit is based on. **Chapter 3** looks at how to use the toolkit. **Chapter 4** contains most of the actual learning activities – it encompasses five units that are all thematically and methodologically linked to pop culture and to interests of young people, namely: Sound and Word; Photo and Visual Expressions; Moving Art; Social Media and Digital Activism; and Street Art/ Urban Pop Culture. **Chapter 5** focuses on taking action as a result of the global learning process. Finally, **Chapter 6** briefly discusses the role of Evaluation within the global learning process and includes examples that can be used in combination with the remaining activities. The Chapters are followed by a glossary with key terms used throughout the toolkit.

The Activities

All the activities in this toolkit are designed in a very practical and engaging way. They are very creative and hands-on activities, based on different elements of pop culture with the aim to capture the interest and curiosity of young people. All activities' learning objectives relate to one or all three of the Sustainable Development Goals (SDGs 5, 11, 12) that are at the heart of the Global Education Goes Local project. Several of the activities include outdoor activities where participants are invited to explore their town/ community/ neighbourhood and incorporate these public spaces into their learning.

Each activity is presented following the same structure, so that it will be easy to navigate through them. Each activity description entails these elements:





Introduction – short information about the activity and how it relates to the thematic unit of the toolkit.



General Aim – what is meant to be achieved by implementing the activity.



Learning Objectives – what the participants are expected to learn through the activity.



Group Size – an approximate number of participants the activity is designed for.



Time – approximate duration of the activity. Please, note this is only an estimation and may vary based on the size and level of engagement of the group, the facilitation style and the approach you take in the debriefing.



Space and materials – practical things you need to run the activity. If space requirements are not mentioned, it means there is nothing specific to be taken into consideration.



Description of the activity – a step-by-step instruction on how to run the activity, including the process of where specific information needs to be introduced (read, shown or given in print) to the participants.



Reflection – examples of questions to help you lead the reflection and debriefing of the activity.



Tips for Facilitation, Possibility for Adaptation – practical suggestions on possible modifications as well as ideas how to strengthen the specific impact of the activity.

The activities can mostly be used independently from one another. However, in some cases, one activity may build on another within the same thematic unit.



Matrix

Go POP in Learning - Activities

	Meme it	Comics World	Sing it Out	Borrowed World	Working whit Photos - A Collection of tools	Mural/Street Art	Global Impressions	Code of Conduct on Image and Messages	Global Superheroes	If the Film Was a Community	Femine - Masculine?	In a Screenplay	Thinking Throught Challenges	Digital Activism	Individual Digit Tools	Online and Offline	Let's Make a Digital Campaign	Comment on It	Art or Waste	My Space
SDG 5: Gender Equality	x		x		x		x	x	x		x	x		x	x	x	x	x		x
SDG 11: Sustainable Cities and Communities		x		x	x	x	x	x	x	x		x		x	x	x	x	x		x
SDG 12: Sustainable Consumption and Production		x		x	x			x	x			x		x	x	x	x	x	x	x
General Global issues/ Global Education					x			x	x				x							

Tips for the Facilitators

The role of the trainer and facilitator is complex. One of their main roles is to make sure the participants are supported throughout the learning process. There are many materials on how to develop and improve one's facilitation skills. In addition to the specific tips after each activity, this is a short list of recommendations based on the content and methodology covered in the toolkit, as well as taking into account the target group:

- The activities are designed for participants between 14 and 30 years old. Please ensure that before organizing an activity, you adapt it to your participants, taking into account their age, cultural specifics and previous knowledge.
- Check out the legal requirements for any outdoor activities.
- Be flexible and creative with:



The materials and the way to use them. In this publication you will find tools with materials that could be used in a variety of ways.



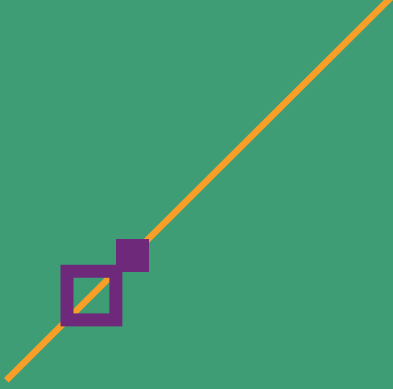
The space - the space can support you in the process or become an obstacle for the learning experience of the participants. Having suitable space and making it comfortable helps in the process of organizing and implementing the activities.



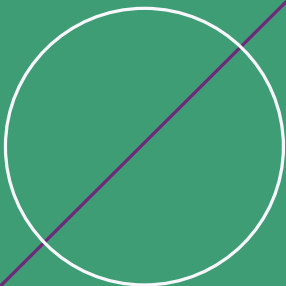
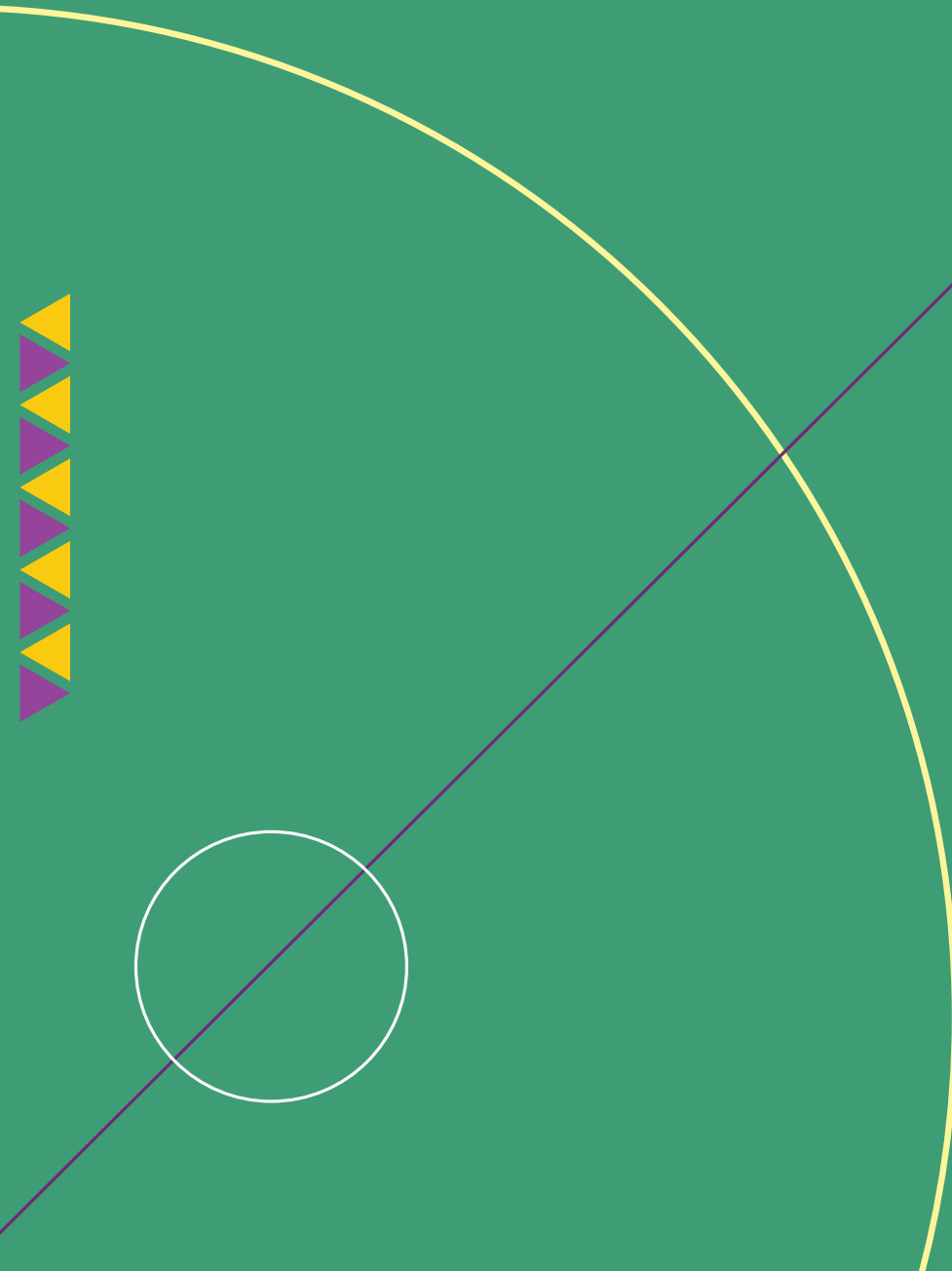
The time - For each tool you have the approximate duration noted. Please be aware that this may vary based on the size and level of engagement of the group, the facilitation style and the approach you take in discussions.

- Adapt the questions - every group is different and so are the questions. The complexity and even the number of questions should be chosen according to your group and its specifics. Always revise the questions before starting to work with your group.
- This publication was developed in 2019. Some of the examples may no longer be popular among young people. Make sure that you use examples that are popular among the group you are working with.
- Ensure that you carefully choose the examples of characters/public figures as some of them could have contradictory messages on a certain issue (for example, they claim to be responsible and engaged in fighting the global warming, but have factories that are not meeting the official requirements and are polluting).
- Think about how to create space and time for the participants to openly (and also anonymously if preferred) ask questions regarding the SDGs or other activity related questions. One way could be by putting a box or an envelope where they could write their questions anonymously.
- When publishing work and actions by the participants on the Internet, ensure that you have their (or their parents'/ guardians') consent before publishing photos.





GO POP IN LEARNING



Sound and Word / Rap it's Pop

Sound and Word includes activities involving the youth in using sound and words for exploring the SDGs and start telling and listening to stories that have meaning to them. By telling stories, rethinking and rewriting the stories they were told, the participants can participate in a critical dialogue that connects their own experiences with broader issues.

The activities make it possible for the participants to share stories and interpret experiences and to be situated within a story-world where they participate in an unfolding story. The activities provide a broad range of learning opportunities, such as incorporating knowledge, learning by doing, reflecting on specific actions, and cooperative learning.

In the activities, the facilitator can decide whether or not to use concrete popular characters from books/movies or tools and ways which pass a catchphrase in order to promote or challenge a certain idea.





Meme It



INTRODUCTION

This activity is related to the use of memes that are very popular among young people and through which they can transmit a variety of messages.



GENERAL AIM

Explore the foundations and the forms of discrimination against women and girls (SDG 5).



LEARNING OBJECTIVES

- Confront participants with the realities of gender stereotypes and sexism
- Develop critical thinking and discussion skills
- Promote solidarity, equality and respect



GROUP SIZE

5-25 participants



TIME

60-90 minutes



SPACE AND MATERIALS

- Paper
- Glue
- Scissors
- Pens/pencils/markers
- Examples of memes



DESCRIPTION OF THE ACTIVITY

Preparation:

Explain that the participants will need their phones or other devices with which they can browse the Internet (tablets, computers). In case not all participants have such a device, you could make sure that there is one for every group of two to four participants.

Action:

Step One:

- Brainstorm with the participants. Ask them what they think “stereotypes” and “sexism” are. Define the terms together with them at the end of the brainstorming.



Step Two:

- Ask the participants to make their own memes. Give them magazines from which they can cut pictures, draw and add text. Ask them to write something about the different genders. These could be things they have heard or read somewhere and/ or make their own sentences.

Step Three:

- Ask the participants to show the memes they created to the other participants. Have a discussion with them about their opinion about what they see and about how they decided to choose the pictures/ images and the text for their memes.
- Open the discussion to include other encounters that the participants may have had with memes before. Have they seen memes that were sexist? How so? How did that make them feel?
- You could ask the participants to look up other memes online and discuss what they see, especially in relation to gender equality.



REFLECTION

- How did you decide on what to put on your meme?
- Who are the memes about? Do we have more memes about men or women?
- Why do you think this is like that?
- What could be changed on your meme so that it would have the opposite (or different) meaning?
- Are there positive and negative sides of using memes?
- Would you change something on your meme after seeing memes on the internet?



TIPS FOR FACILITATION, POSSIBILITY FOR ADAPTATION

The participants could work individually or in small groups of 2-4 people. If needed, explain what a meme is if participants have not seen one before or are not familiar with the term. You could also ask someone from the participants to explain that to the others.

You could also ask them to create the memes online by using one of the websites for generating memes. There are websites that provide images and space for adding text as well as an option for uploading your own image.



If there is a possibility for that, the preparatory phase for this exercise could also include:

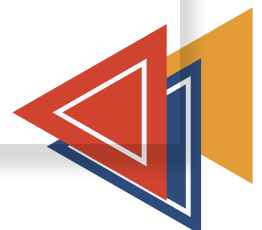
- Kahoot⁴ quiz with questions that are connected to SDG 5
- **Feminine-Masculine?** (activity 4.3.3 in this Toolkit)
- brainstorming associations that come to mind when hearing the words “boy”/ “man”, “girl”/ “woman” and a discussion about the socially constructed roles and how they are connected with the stereotypes, sexism and the gender (in)equality.

Variations:

- You could prepare already existing memes as examples for discussing this SDG or any other SDG the memes are thematically related to. Make sure that the examples are appropriate and clear.



4. www.kahoot.com





Comics World



INTRODUCTION

Comics can be a powerful tool to express ideas through images combined with text. Participants can use classic characters or create and develop their own. Comics can break down abstract and complex concepts through the use of images, as well as through metaphors.



GENERAL AIM

Involve the participants in an SDG problem solving process (the focus is on SDG 11 and SDG 12)



LEARNING OBJECTIVES

- Develop problem solving, critical thinking and discussion skills
- Foster open mindedness and a sense of social responsibility



DESCRIPTION OF THE ACTIVITY

Preparation:

Ensure that you have enough materials and space for each participant.



GROUP SIZE

5-25 participants



TIME

100-120 minutes



SPACE AND MATERIALS

- Paper
- Markers/ pens
- Scissors
- Erasers, sharpeners



Action:

Step One:

- Introduce the main elements of comics, such as captions, panels, gutters, word balloons.

Step Two:

- Focus on one of the SDGs and discuss with the participants the chosen SDG - what is it exactly? what makes it important? who is responsible and supposed to work on it (who are the stakeholders)? which are the challenges? Ask the participants to think individually or in groups (depending on the size of the group) who they would like the characters in the comics to be and which their goal and role could be.

Step Three:

- Ask the participants to start making their own comics.
- After everybody is ready, ask them to show their work to the others and have a discussion on the story of the comics.



REFLECTION

- Was it difficult to decide which challenges you want to focus on and include in your comics?
- How did you choose the main characters? Which are their characteristics, what is typical for them? Are they realistic?
- How did you decide on the end of the story?
- Is the end realistic? What could make it realistic?



TIPS FOR FACILITATION, POSSIBILITY FOR ADAPTATION

You could give instructions on how long the comics should be. Depending on the size of the group and their age, you could also organize the activity in a slightly different way:

- The participants could be asked to leave the end of the comics open with an unsolved problem. And invite the rest of the group to find a solution of the problem by exploring different options.
- The participants are asked to identify the different stakeholders and what kind of needs they have. After that they are divided in groups and each group makes a comic connected with the needs of the different stakeholders, then the comics are presented and the discussion is about how to solve the problem taking all the needs into consideration (make sure that the participants understand the difference between needs and wants).



Sing it Out



INTRODUCTION

A catchy pop song may contain underlying lyrics that essentially allude to sexism, violence, objectification of women, and many other aspects that are highly degrading. This activity will engage participants to explore more about that together.



GENERAL AIM

Critically analyse gender stereotypes in pop culture.



LEARNING OBJECTIVES

- Confront participants with the realities of gender stereotypes and sexism
- Develop skills of critical analysis and discuss and analyse gender stereotypes and discrimination
- Promote solidarity, equality and respect



GROUP SIZE

5 – 15 participants



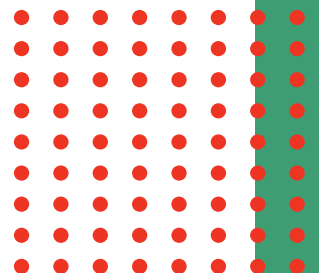
TIME

60 – 90 minutes



SPACE AND MATERIALS

- Speakers
- Print outs
- Pens



DESCRIPTION OF THE ACTIVITY

Preparation:

No specific preparation is needed.

Action:

Step One:

- Select pop songs with lyrics that are disrespectful towards men or women and/or that promote sexism.





Step Two:

- Read the lyrics (or part of them) to the participants as if they were a story.
- Ask them where they think the text you just read to them is coming from.

Step Three:

- Ask the participants to split in groups, take the lyrics and rewrite them so that they are no longer harmful, disrespectful or humiliating.
- Ask each group to present their new lyrics (and if possible, try to sing or rap) and have a discussion about how this process changed the meaning of the song.



REFLECTION

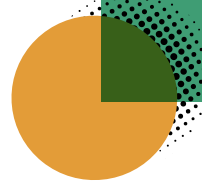
- Is it easy to find lyrics of a song that are in any way disrespectful or harmful towards women?
- Have you heard of songs that are disrespectful towards men?
- Were you surprised by something in the original lyrics?
- How is the new song different from the original version?
- What percentage of pop songs do you think contains disrespectful statements?
- What makes us listen to songs with such lyrics?



TIPS FOR FACILITATION, POSSIBILITY FOR ADAPTATION

In addition, you could ask the participants to search for songs that promote gender equality, women empowerment and women participation and discuss those lyrics.





Borrowed Words



INTRODUCTION

This activity will work with the concept of poetry and invite participants to play with other people's words and their meanings, manipulate that meaning and create their own poetry based on that.



GENERAL AIM

This activity aims to introduce the SDGs 11 and 12 and get deeper into the understanding of each SDG.



LEARNING OBJECTIVES

- Learn more about the concepts of inclusive, safe and sustainable cities and sustainable consumption and production
- Develop critical thinking and discussion skills
- Foster a sense of social responsibility and encourage a commitment to activism



GROUP SIZE

5-25 participants



TIME

45 - 60 minutes



SPACE AND MATERIALS

- Print outs / Popular Magazines
- Paper
- Pens and markers



DESCRIPTION OF THE ACTIVITY

Preparation:

Ensure that you have magazines with enough text in them and also enough copies/ editions for all of the participants. You could also print out texts from popular online media. If needed prepare written materials for each SDG.

Action:

Step One:

- Explain the concept of 'borrowed poetry' - the people use the words from



a text (from a newspaper, a novel, a magazine, etc.) to make a poem. The number of words used to make a new poem depends on each person.



Step Two:

- Give the participants magazines/print outs related to the specific SDG goal you want them to work on.

Step Three:

- Ask the participants to start writing their own poems using the provided texts, by crossing out words and using only those words they want to keep from the text. They could add new words to the ones that they left uncrossed or wrote on a new piece of paper.
- Ask them to answer one of the following questions with their poem:
 - How is this SDG connected to me?
 - What is the worst-case scenario for this SDG?
 - What is the best-case scenario for this SDG?



REFLECTION

- How was the process for you?
- Do you think what you wrote is relevant to the world as it is today?
- Do you think that the poetry can be related with modern issues?
- How does the poetry help us reflect on the different topics?
- Are the SDG topics popular in the mainstream magazines?

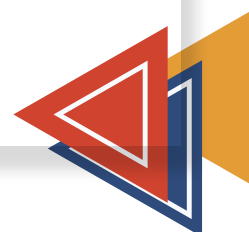


TIPS FOR FACILITATION, POSSIBILITY FOR ADAPTATION

If you work with a group that is not familiar with SDGs 11 and 12, make sure that you add an introduction and clarify the main information about each SDG before starting the activity.

Variations:

- The participants could choose the words and write short stories instead of poems. That might be a bit easier for participants who don't have any previous experience in reading/writing poems or who prefer to write stories.





- The participants could write a speech using key words. You could also discuss with them if they remember a famous person giving a speech connected with one of the SDGs (for example speeches given by Emma Watson, Malala Yousafzai, Stephen Hawking etc.)
- You could give them a certain number of words connected with one of the SDGs (for example - “Earth, million people, resources, sustainable communities”, etc. and ask the participants to write a short story or a poem by adding additional words to those given by you.





Photography and Visual Expression

Photography and Visual Expression include a very wide spectrum of documentation and expressions – ranging from pure and factual documentation to illustrating stories and as creation of art, encouraging viewers and spectators to enjoy, to reflect, think, and potentially get inspired to act.

Photography – the “recording of the image of an object through the action of light or related radiation on a light-sensitive material”⁵ – was first used in the 1830s. It changed documentation in the sense that photography is immediate, seemingly an automatic recording of an image through the lens, which gives viewers the feeling of authenticity, as opposed to a drawing or other depiction of reality. There is the common saying that ‘the camera does not lie’ – which means photos are often times considered objective recordings of reality.

However, as can be explored through the activities following in this chapter, there is a lot of room for manipulation of photos. The framing, the angle and perspective, the light, the exposure time and the techniques in developing the film have already been widely used in the art of photography, as well as in journalistic photography to manipulate and create images, focus on certain stories rather than others and create specific effects and responses from the viewers.

When digital photography became widely available, new possibilities and new ways of using and creating photos emerged. We have all seen photos that have been merged through photoshop but seem just as real and authentic as any other original photo.

With the currently available smart phones, photography is now in everyone’s pockets. Even young teenagers have easy access to phones and the built-in cameras – which means they can not only take photos almost limitless, but social media enables the immediate sharing and public exposure of photos. Photos and visual depiction of moments have become so abundant, so easy to generate and easy to access.

In addition to photography, videos, too, have become easily accessible to everyone. More and more content is now being generated in the form of short videos rather than text – not only based on film material but also digitally animated graphic materials.

This chapter will look at some forms of manipulation and framing, images and messages used and the impact they have, as well as help participants reflect on their perception of photos and other visual materials. It includes an activity on the Code of Conduct on Images and Messages⁶ that is used among more and more development organizations and aims to ensure that images and messages adhere to high standards and representations of human dignity.

5. Britannica, www.britannica.com/technology/photography [accessed December 2018]

6. www.dochas.ie/images-and-messages

Working with Photos – A Collection of Tools



INTRODUCTION

This is a selection of tools that are helpful when working with photos or other visual printed material. The tools include cropping an image, framing of an image, finding captions, covering/uncovering an image and asking questions about an image. All of these tools work with images of any topic, so they can be used in any thematic context.



LEARNING OBJECTIVES

- Enhance critical thinking
- Reflect on own perspectives and individual frames when looking at a situation/ thematic topic
- Enhance cooperation and creative thinking



GROUP SIZE

5-30 participants



GENERAL AIM

This activity aims to stimulate participants to explore and analyse photos critically while taking into consideration their wider context.

Choosing a Picture



SPACE AND MATERIALS

- Photographs / other printed images
- Coloured sticky dots



TIME

15 minutes



DESCRIPTION OF THE ACTIVITY

Preparation:

Display the photos/ images around the room.





Action:

Step One:

- Give each participant two coloured stickers.
- Ask the participants to look at all the pictures and choose the two they like best and put a sticker on it.

Step Two:

- Participants get into pairs and talk about why they chose that particular photo/ image.

Step Three:

- Have a group discussion about which were the most popular photos.



REFLECTION

- Which photos were chosen and why?
- Which photos were not chosen and why?
- Specific questions can be tailored to the choice of photos

Describing a Picture



SPACE AND MATERIALS

- Photographs / other printed images
- Paper and markers / crayons/ coloured pencils to draw



TIME

15 minutes



DESCRIPTION OF THE ACTIVITY

Preparation:

Group participants in pairs and hand out drawing material to each pair.



Action:

Step One:

- Give one participant per pair a photo/ image to look at for one minute.

Step Two:

- Ask them to place the picture face down and then describe the picture to the other participant, who will try and draw what they hear.
- Compare the original image with the drawing.



REFLECTION

- Which things were best described and why?
- What was left out and why?
- Was anything described which wasn't really there?

Cropping a Picture



SPACE AND MATERIALS

- Photographs / other printed images
- Paper and Blu tack
- Markers / crayons / coloured pencils



TIME

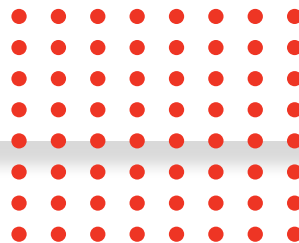
15 minutes



DESCRIPTION OF THE ACTIVITY

Preparation:

Divide participants in small groups. Stick each photo to the centre of a large sheet of paper. Partially cover each photo with paper stuck on with Blue tack.



Action:**Step One:**

- Give each group a prepared 'cropped' photo.
- In their groups, participants guess what else might be in the rest of the picture.

Step Two:

- Ask them to draw in the rest of the photo/ write down what else might be in the photo.
- Show participants the whole photo and compare the two pictures.

**REFLECTION**

- What have you added to the picture?
- Why did you make these choices?
- What is different between your picture and the photo?
- What surprises you in the photo?

Beyond the Window Frame

**SPACE AND MATERIALS**

- Photographs / other printed images
- Paper and Blu tack
- Markers / crayons / coloured pencils

**TIME**

15 minutes

**DESCRIPTION OF THE ACTIVITY****Preparation:**

No specific preparation is needed.





Action:

Step One:

- Show the group each photo and discuss what is happening in the picture. Encourage them to look closely at the images and look for clues in the photo.

Step Two:

- Stick each photo onto the centre of a large sheet of paper.
- In pairs, participants can extend the picture by drawing around it.



REFLECTION

- How did you know or assume what would be around the actual photo?
- Is it likely that there will be anything different?
- Why do you think the photographer took this picture?

Speech Bubbles



SPACE AND MATERIALS

- Photographs / other printed images
- Paper and Blu tack
- Markers / crayons / coloured pencils



TIME

15 minutes



DESCRIPTION OF THE ACTIVITY

Preparation:

Cut out large speech bubbles from paper. Divide participants into small groups or pairs.



Action:

Step One:

- Divide participants into groups of maximum five.
- Ask each group to select a photo and discuss what is happening in the picture and what the people in the photo might be feeling.

Step Two:

- Ask the group to decide what the people in the photo are saying to each other, fill in the speech bubbles and stick onto the photo.



REFLECTION

- What is similar to your own lives in the picture? What is different?
- How does the situation in the photos (or the themes, depending on the photo) relate to your/ our community/ school/ family?
- How did you decide on what you think the people in the photo are saying?
- What would you like to ask/ say if you were to join them?

Captions



SPACE AND MATERIALS

- Photographs
- Paper strips and Blu tack
- Markers



TIME

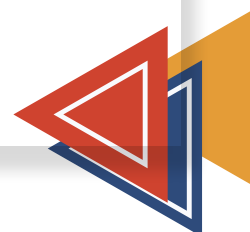
20 minutes



DESCRIPTION OF THE ACTIVITY

Preparation:

Divide the participants into small groups and hand each group a photo, paper, Blue tack, paper strips and markers.





Action:

Step One:

- Ask each group to look at the photo and carefully discuss what they see. Ask them to develop 3 different captions for their image:
 1. A descriptive/ neutral one as if found in one of their mainstream newspapers;
 2. A social media caption – what would they post along with this image on their Instagram account if had taken the photo on a recent journey? Ask them to include hashtags;
 3. A caption from the perspective of a local NGO/ youth centre that is trying to secure additional funding for their work.

Step Two:

- Present the photos with the different captions to the whole group – how does their perception of each photo change according to the caption?



REFLECTION

- What is different in each version of the caption? What is surprising?
- How do you feel about the photo when hearing different types of captions?
- Which caption would capture your attention most?
- Whose perspective is represented through the captions?



TIPS FOR FACILITATION, POSSIBILITY FOR ADAPTATION

These activities are very general and can be adapted to any age group by using easier/ more difficult questions, tools etc. – instead of drawing the description of a photo, participants could simply tell each other, or could write down key words.

Depending on the actual image and depending on the type of conversation you want to have with your group, you can pick one or more of the tools to explore an image and start a thinking process around this image or a wider topic it relates to. The images can be used in order to introduce a topic, or to discover a new perspective to a topic that is already familiar, they stimulate critical thinking as well as creative thinking and can be used as tools for reflection. The photos/ images can also be connected to a broader theme that the group is working on at the moment, or they could be a variety of different photos that will stimulate the media literacy skills rather than focus on specific content.

Each of these tools could be used as a warm-up for a bigger activity or a thematic workshop day, or they can be used together to really focus on different ways of utilising images in group work.





Murals/ Street Art



INTRODUCTION

In this activity, participants will explore street art from various cities around the world and explore their messages and social context. What can we learn about a community or a city by looking at its urban art? Asking questions about the images of street art will help participants develop critical thinking skills. As a last step, participants are encouraged to discover and possibly create their own street art.



GENERAL AIM

This activity aims to stimulate participants to explore and analyse photos/ images and messages critically and from different perspectives within the context of SDG 11.



LEARNING OBJECTIVES

- Enhance critical thinking
- Reflect on own perspectives and individual frames when looking at a situation/ thematic topic
- Enhance cooperation and creative thinking



GROUP SIZE

5-30 participants

Exploring Murals



SPACE AND MATERIALS

- Set of Street Art photos (see page 139)
- Large sheets of paper, Blu tack
- Markers
- Copies of the Development Compass Rose (or alternatively, have one large display for the whole group)



TIME

60 minutes





DESCRIPTION OF THE ACTIVITY

Preparation:

Divide the participants in small groups (3-5 per group). Hand each group a photo and stick it in the centre of a large paper. You could also add photos that are publicly available through Instagram, using hashtags such as **#streetart** or **#urbanart** or **#murals** etc. Also hand each group a copy of the 'development compass rose' (or display one large enough for the entire group to see) and markers.

Action:

Step One:

- Ask each group to carefully look at their photo and describe what they see. Where do they think it is? What might be the social context of the city?
- Ask each group to draw a compass rose around the photo and think of questions for each section (Nature/ Society – Social context/ Economy – financial implications/ Who decides – Power relations, political agendas etc). Encourage participants to come up with as many questions about the photo as possible.

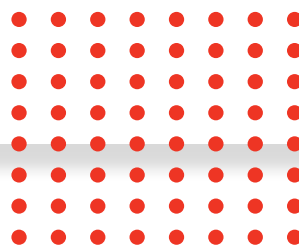
Step Two:

- Ask two groups to join together and discuss their images, try to think of more questions.
- Ask participants to discuss any parallels to their own social context, their communities or cities.
- In the plenary, ask each group to briefly present their Street Art photo (3 min per group) before moving on to the reflection and discussion.



REFLECTION

- Was it difficult to think of questions? Why? Which categories were the most difficult?
- How similar/ different are the photos?
- How do the Street Art photos relate to the SDGs, and in particular Gender Equality, Sustainable Cities and Communities and Sustainable Consumption and Production?
- What is the contribution of street art to sustainable cities? How does street art relate to the socio-economic context of a city/ community?



Paint it Local



SPACE AND MATERIALS

- Large sheets of paper, Blu tack
- Markers
- Cameras / phones
- Large paper, crayons / coloured pencils



TIME

5 hours (including time outside in the town)



DESCRIPTION OF THE ACTIVITY

Preparation:

For this part of the activity, you will need to explore your own local community, so it is important ensure you have sufficient time. Also, each small group (or individual participant) will need to have access to a camera/ phone camera.

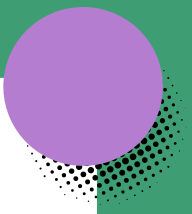
Action:

Step One:

- Ask every participant (or in small groups) to explore the city/ town/ village that you are in for street art. What can they find? Murals? Other form of art? Political art? Ask participants to take pictures.
- When you are back together, look at the photos of street art from your own local context – How is it similar to the ones that participants worked with before? What is different? How do you identify art? What are the messages of those pieces of street art that participants found? Who are they addressed to? What impact does the street art have?

Step Two:

- Design your own Street Art/ Mural. What's the issue? Divide participants in groups and ask them to pick one of the three focal SDGs and discuss how this is relevant locally. Ask them to think of local issues related to the specific SDG. Hand out coloured cards/ post-it notes to each group and ask them to write one issue per card.
- Within the group, ask the participants to choose the issue they consider most relevant. What would their message about this issue be? Ask them to



think of a message and then to start designing their one mural or street art. Hand out large papers and coloured pencils/ crayons.

Step Three:

- If you have the opportunity, you could try to find a public space for the street art, or maybe a community space somewhere. Discuss which location would be best. If you do not have the opportunity to display the art publicly, you could ask the group to create big paper versions of it and hang them in your local youth centre.
- Ask participants to take photos of their art and add them to Instagram using the hashtags **#streetart**, **#GEGl** and **#GlobalEducationGoesPop**.



TIPS FOR FACILITATION, POSSIBILITY FOR ADAPTATION

This activity can be extended by additional photos of murals and/or street art from other places and cities around the world. Please ensure you have the rights to use the photos.

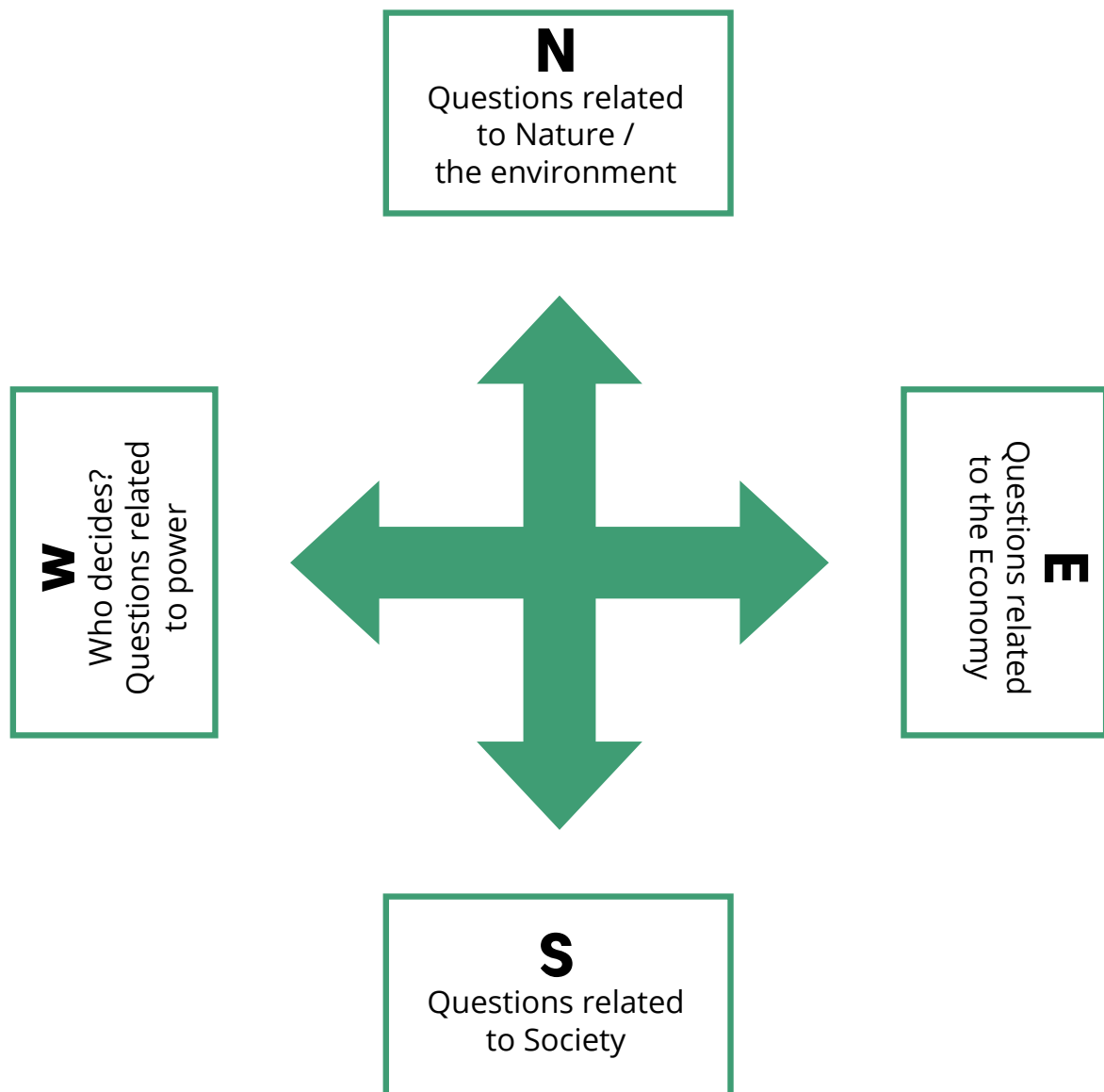
When working with younger children, the compass rose can be difficult to understand, so it might be easier to encourage them to simply ask any type of question about the murals/ street art photos.

You might also want to invite a local artist (ideally street artist) to meet with the group and help the group develop their own form of street art.



Photo credit: Helene Josephides

Development Compass Rose



Global Impressions



INTRODUCTION

This activity works with free and accessible photo series that portray certain aspects of life from around the world, encouraging participants to explore them through their global learning lens, looking at stereotypes in the photos as well as reflecting on our own stereotypes and preconceptions, about similarities and differences and about framing pictures. The example used here is "Where Children Sleep" by James Mollison. The photo series portrays children around the world and their bedrooms.



GENERAL AIM

This activity aims to engage participants in the critical discussion about images of common aspects of life in different global contexts, break down stereotypes and reflect on own perspectives. This particular example relates to SDG 5 and SDG 11.



DESCRIPTION OF THE ACTIVITY

Preparation:

Print all the photos from the photo series and separate the photos of the children from the photos displaying their rooms. Divide participants in three groups and hand each group a full set of photos.



LEARNING OBJECTIVES

- Enhance critical thinking
- Reflect on own perspectives and preconceptions
- Increase media literacy skills



GROUP SIZE

5-20 participants



TIME

45 minutes



SPACE AND MATERIALS

- Three sets of printed photos from the "Where the Children Sleep" Series (jamesmollison.com/books/where-children-sleep/)
- Sticky dots or post-it notes in different colours
- Flipchart paper, Blu tack and markers
- Three sets of country cards



Action:

Step One:

- Explain to the participants that they are viewing photos of children and their bedrooms from around the world. They will have the opportunity to carefully look at all the photos and then need to try and match the children to their bedrooms.
- Once they have agreed on how to match the photos, ask the participants to stick each pair together on a paper (many pairs can fit on a larger flip chart paper), leaving enough room for comments/ notes around each photo pair. Ask them to write a few notes next to each pair as to why they believe these photos belong together, and also which country they believe the child lives in.

Step Two:

- Each group presents their results to the plenary. Allow discussions and questions between the groups. Use this moment for a first reflection on how we perceive images, and on our own stereotypes and preconceptions.
- Ask the groups to look at the different pictures again and note down what similarities they find, and what differences. What questions can they think of that they would like to ask about the pictures?

Step Three:

- Hand out the country cards to each group and ask them to match the countries with the photo pairs.
- Now reveal the actual photo pairs and reflect with the whole group.



REFLECTION

- What surprised you most?
- Was it easy or difficult to match photos? What made you think that photos belonged together? What clues did you look for?
- What were your thoughts when you realised that you matched them wrongly?
- How did you select the countries for the photos?
- How can you relate to the photos? Do they remind you of your own bedroom/ yours when you were growing up/ your children's bedrooms?
- What is similar/ different across the photos? Why is that?
- Do these photos match the pictures we have in our heads of the different countries? What would you expect to see in each country?





TIPS FOR FACILITATION, POSSIBILITY FOR ADAPTATION

There are other photo series available online that could be used instead or in addition to the one described above, such as:

- "What Kids Around the World Eat for Breakfast"
(www.nytimes.com/interactive/2014/10/08/magazine/eaters-all-over.html?_r=1)
- "Hungry Planet – What the World Eats"
(www.theguardian.com/lifeandstyle/gallery/2013/may/06/hungry-planet-what-world-eats)
- "Mother and Daughters"
(www.america.aljazeera.com/multimedia/photo-gallery/2014/3/photos-mothers-anddaughtersforinternationalwomensday.html)

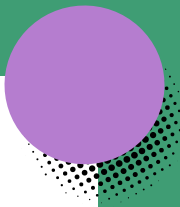
You could ask participants to bring a photo of their bedroom/ their children's bedroom (depending on the age of the participants) and compare the rooms. What would you notice? Would all rooms from your community look the same? How different would they be? Would someone from a different country be able to match them with your country? Why/ why not? Reflect on the diversity that exists within each community/ country/ area.



Country Cards



Thailand	USA	Japan
USA	Italy	China
West Bank	Lesotho	Nepal
USA	Cambodia	USA
Senegal	USA	Brazil
China	Ivory Coast	Brazil
USA	USA	Nepal
West Bank	West Bank	Columbia
China	Japan	USA
Brazil	Senegal	USA
Nepal	Nepal	Brazil
Scotland	Kenya	Japan



Code of Conduct on Images and Messages



INTRODUCTION

The Code of Conduct on Images and Messages was developed by Dochas, the Irish Development NGO Platform and has been widely adopted by CONCORD (the European NGO Confederation for Relief and Development) and its member organisations⁷.

The purpose of the Code of Conduct on Images and Messages is to provide a framework that NGOs can refer to when designing and implementing their public communication strategy or when publishing photos and/or messages to help them maintain full respect for human dignity. It is based on a set of key principles that aim to ensure avoiding stereotypical or sensational images. Organisations subscribing to the Code of Conduct will strive to choose images and

messages that represent the full complexity of a situation and commit to seeking permission of those people portrayed in the photos they use. The guiding principles include the following: (1) Respect for the dignity of the people concerned; (2) Belief in the equality of all people; (3) Acceptance of the need to promote fairness, solidarity and justice.

This activity introduces participants to the Code of Conduct and encourages them to choose photos and messages in accordance with the guiding principles of the Code. It encourages participants to look at images from different perspectives and break down the stereotypes and often times euro-centric and simplistic view on a situation.



GENERAL AIM

In this activity aims to familiarise participants with the Code of Conduct on Images and Messages and its underlying principles; it will engage participants in exploring perspectives, power relations and messages through the use and choice of images.



LEARNING OBJECTIVES

- Explore and understand the Code of Conduct on Images and Messages
- Enhance critical thinking
- Reflect on own perspectives and values when choosing an image or a message



GROUP SIZE

5-30 participants

⁷. dochas.ie/images-and-messages



Part 1 – Analysing Photos / Images



SPACE AND MATERIALS

- A copy of the Code of Conduct, either visible for everyone or one per small working group (dochas.ie/sites/default/files/Code_Of_Conduct_Poster.pdf)
- A set of photos from a variety of sources online (see list with suggestions or find your own)
- A set of photo analysis cards for each small group
- A set of value cards for each small group
- Paper and Blue tack
- Markers / pens
- A camera / smartphone with camera per small working group



TIME

45 minutes



DESCRIPTION OF THE ACTIVITY

Preparation:

Divide the participants into small groups of 4 or 5. Hand each group a set of photos, a set of photo analysis cards, a set of value cards, big paper, Blu tack (to stick photos on), and markers.

Action:

Step One:

- Briefly introduce the Code of Conduct on Images and Messages. Ask participants to think of examples that they might have come across (other than the ones you handed out to them) that were in line with the Code, or examples that were not in line with the Code and rather sensational/ stereotypical etc.
- Now ask the groups to carefully look at the selection of photos/ images/ messages that you have handed out to them and then analyse each of them, using the photo analysis cards. Ask them to take notes on their paper.



Step Two:

- Ask the participants to look at their value cards and discuss which images adhere to which of these values and how those are manifested (or not) within the image/ message.
- Which of the photos actually adheres to the Code of Conduct?
- Ask each group to give a brief summary and feedback. Allow for questions and then move on to the discussion and reflection.



REFLECTION

- What was the most striking for you in this activity?
- Was it difficult to analyse the images?
- Which values did you find least represented in the images?
- Which stereotypes were most present? Why do you think that is?
- Which of the principles of the Code of Conduct do you consider the most important? Why?
- Can you think of campaigns that you have participated in – what images and messages were used?
- What do you think will be the most difficult of the principles and guidelines when it comes to implementing your own campaign or posting your own stories?

Part 2 – Creating Your Own Campaign



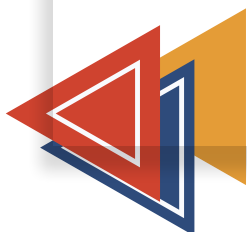
SPACE AND MATERIALS

- A copy of the Code of Conduct, either visible for everyone or one per small working group (dochas.ie/sites/default/files/Code_Of_Conduct_Poster.pdf)
- A set of photo analysis cards for each small group
- A set of value cards for each small group
- Paper and Blue tack
- Markers / pens
- A camera / smartphone with camera per small working group



TIME

2 hours





DESCRIPTION OF THE ACTIVITY

Preparation:

Divide the participants in groups and ensure that each group has access to at least one camera (or smartphone with camera), paper and markers.

Action:

Step One:

- Ask each group to pick an issue within their town/ community that they think needs to be addressed (ideally related to the SGDs).
- Ask them to plan either a fund-raiser, a campaign or a public appeal for this specific issue, based on the Code of Conduct on Images and Messages. Ask them to sketch it out on paper.
- Each group shares their initial plan and receives a first round of feedback from the plenary group.

Step Two:

- Ask participants to take photos (if they need or want to), or otherwise find images to use for their campaign.
- Give all groups time to finalise their own campaign, including both images and messages. Remind them to consider the value cards as well as the photo analysis cards to help them shape their campaign.
- Last, share each group's result within the plenary.



REFLECTION

- Was it difficult to agree on an issue?
- Was it difficult to agree on the representation of this issue in photo and message? What was the most difficult?
- How did you manage to integrate the values into your campaign?
- Which principles of the Code of Conduct did you find were easy to use, which ones more difficult?
- Do you think your campaign would be more effective if you did not have to adhere to the principles of the Code of Conduct? Why/ Why not?
- Would you be able to use the Code of Conduct in your regular work environment?





TIPS FOR FACILITATION, POSSIBILITY FOR ADAPTATION

As with all activities, the questions and level of discussion can be adapted according to the age or previous knowledge of participants. If the participants are younger, it might be more useful to all do an excursion together to take photos for their own campaigns, if they are older you can send them out as groups, or they can take photos in between two working sessions if they are on different days.

If you have extra time available and your participants speak English, you could watch Chimamanda Ngozi Adichie's TED Talk "The Danger of a Single Story"⁸ and reflect on this together, finding parallels from within your community/ country but also reflect on the stories we read, her and tell about the SDGs and the Global South.



Suggested Sources for Images:

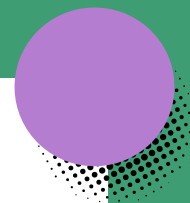
- www.facebook.com/IFRC/photos/a.411689139279/10156687048239280/?type=3&theater
- www.facebook.com/Sophia-For-Children-310934165676880/
- www.instagram.com/savethechildren/
- www.facebook.com/HelpRefugeesUK/
- www.instagram.com/worldvision/

Alternatively, you can use websites / social media accounts of organisations within your country/ community that work on global issues or on the SDGs

8. www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Photo Analysis Cards

Who is the victim?	Who is the hero?	From what angle was the picture taken?
Whose voices are heard?	Whose voices are unheard?	Who has the power?
What is the context?	Who is addressed?	What is the story?
Who is active?	Who is passive?	How are women and children represented?
What is the purpose of this image?	Which stereotypes are used in this image?	



Value Cards

Justice

Equality

Respect

Human Rights

Dignity

Solidarity





Moving Art

Moving art – how do we understand it? We can find the definitions of different terms that could be considered as the synonyms to the term *Moving Art*: moving picture, moving image, moving image art, etc. For example, Vocabulary.com provides the following explanation of the term *Moving Picture*: *a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement*. The synonyms of this term are *film, flick, motion picture, motion-picture show, movie, moving-picture show, pic, picture, picture show*.

Films, series, reality shows and other types of moving art have always been considered as an amusement activity related to the leisure time. But why not to try using them as a way to raise young people's awareness of different aspects related to Sustainable Development Goals? Any sort of moving art can be a very useful source in educational activities with young people for several reasons:

- They can help to equip young people with empathy and understanding to navigate complex issues related to SDGs;
- They can help to enhance young people's critical thinking, stimulate their curiosity and creativity;
- They can make the learning process more attractive to youngsters and use the things that they like for educational purposes.

In this chapter, you will find a set of activities that will help you to use moving art in awareness raising and global education activities with young people. Beside using moving art as the source of information and inspiration, the activities will also allow exploring different important aspects.

They will allow exploring characters of films/series, etc., deconstruct the narratives of the movies and create own screenplays.



Global Superheroes



INTRODUCTION

This tool will help the participants explore the qualities and characters necessary to address different global issues related to Sustainable Development Goals and use their creativity to find solutions towards them.



GENERAL AIM

This activity aims to explore and apply different personal characteristics in tackling different global issues.



LEARNING OBJECTIVES

- Understand the characteristics of an active citizen
- Look for solutions to global issues
- Foster creativity



DESCRIPTION OF THE ACTIVITY

Preparation:

No special preparation is needed.

Action:

Step One:

- Discuss with the participants how they understand the term 'Superhero'. You can introduce them the following definition of such a character: *A superhero is a being with extraordinary physical or mental powers, far beyond the range of normal human ability, who uses these powers to protect the innocent and for the general good. They are granted such powers by some external means, such as advanced technology or magic, and use them with similar intent.*⁹

9. Urban Dictionary - www.urbandictionary.com/define.php?term=superhero



GROUP SIZE

15-25 participants



TIME

45-60 minutes



SPACE AND MATERIALS

- Paper,
- Colour pens, pencils, markers or crayons



- Ask the participants, which superheroes from movies, cartoons or series they know. If they have difficulties to name any, provide them with some examples by yourself. Discuss with the group what makes these characters superheroes: their appearance, abilities, etc.

Step Two:

- Split the participants into small groups of 4-5 people.
- Ask the groups to draw their own superhero who has the power to tackle a global issue that the participants are interested in. Ask them to discuss and present the following aspects of their superheroes:
 - The name;
 - The appearance;
 - The Superpowers.
- Invite the groups to present their superheroes in the plenary.



REFLECTION

- How did you decide about the characters and superpowers of your superhero? What were the criteria?
- Do you think you have any of the superpowers of your superhero? Which ones?
- Which of the superpowers of your superhero would you like to develop/improve in yourself? How would they help you as a global citizen?
- How do the superpowers of your superhero help them to implement the solutions you have presented?
- Are the solutions provided by your superhero realistic? What steps will you need to take to implement these solutions?



TIPS FOR FACILITATION, POSSIBILITY FOR ADAPTATION

- You can use the activity flexibly for discussing the solutions of any global issue and the characters putting these solutions into action.
- The activity might work well as a part of a long-term learning process after some sessions during which the participants had a chance to explore and come up with a global issue that they would like to tackle.
- You can extend the activity by asking the groups to create and perform a short scene showing the way(s) how their superhero would use their superpowers and tackle the global issue that the groups are interested in.
- You can replace the drawing with any other format for creating the character of a superhero. E.g., if you explore the issues of responsible consumption, waste or recycling, you can use used materials (plastic bags, bottles, used paper, etc.) for creating the superheroes.



If the Film was a Community...



INTRODUCTION

This activity will help the participants to become aware of the key concepts of sustainable cities and communities as well as learn to analyse and transform information into creating their own model communities.



GENERAL AIM

This activity aims to explore the core concepts of sustainable cities and communities.



LEARNING OBJECTIVES

- Understand the key concepts of a sustainable community
- Learn to analyse information
- Foster creativity



DESCRIPTION OF THE ACTIVITY

Preparation:

Select a movie, an episode of a series, documentary or a reality show related to the topic of sustainable communities.¹⁰

Action:

Step One:

- Invite the participants to watch a movie (or a part of it) related to the topic of sustainable cities and communities. Ask the participants to pay attention to different details in the movie:



GROUP SIZE

15-25 participants



TIME

60 – 90 minutes + the time necessary to watch a movie or a part of it



SPACE AND MATERIALS

- Multimedia equipment
- Flipchart paper
- Colour pens, pencils, markers

¹⁰ Some examples of movies, series, documentaries:

- Desperate Housewives;
- Community;
- Extreme Makeover: Home Edition

- The surroundings;
- Crucial and meaningful moments;
- The characters presented in the movie, their feelings and emotions;
- Etc.

Step Two:

- After watching the movie, split the participants into small groups of 4-5 people.
- Invite the groups to transform the narrative of the movie they have just watched into the model of a community/city with streets, buildings, parks, transportation, people, etc. Explain the groups that the elements of their cities/communities need to represent the details of the movie: surroundings, different moments, characters, etc. The participants can either draw or construct the model of their cities/communities.
- Invite the groups to present their model cities/communities in the plenary.

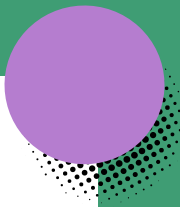
Step Three:

- Introduce the participants to the key characteristics of a sustainable community. Discuss with them the following:
 - Do you think the cities/communities you have just created are sustainable? Why?
 - Can you relate the community you have created to the one you belong to? What similar/different characters do they have?
 - What can you do to make your community more sustainable?



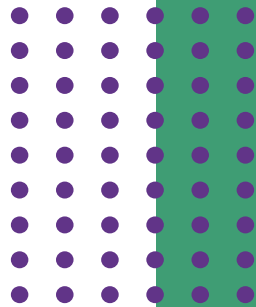
REFLECTION

- Was it easy/difficult to transform the narrative of the movie into the model of a city/community? Why?
- How did you decide on which elements of the movie to showcase in your model?
- Can you recognize any of the characteristics of a (un)sustainable community in your area? What?
- To your mind, which characteristics of a sustainable community most important? Why?
- How can we make our communities more sustainable?



TIPS FOR FACILITATION, POSSIBILITY FOR ADAPTATION

- You can adapt the activity for discussing the topics related to other SDGs. E.g., you can ask the participants to create a model of a natural setting (e.g., park or the forest) if discussing the issues related to the environment and living in harmony with nature.
- Think of your participants while choosing the film and take the following aspects into consideration:
 - Their age;
 - Their interests;
 - Their learning needs and expectations.



The Characteristics of (Un)Sustainable Communities

<i>Sustainable</i>	<i>Unsustainable</i>
The priority is given to the quality of life and future prospects	The priority is given to consumption and economic growth
Effective use of resources and waste reduction	Ineffective use of resources, a high amount of waste
The pollution is reduced so that it does not make harm to the environment and human health	Pollution makes a threat to human health and makes harm to the natural systems
The human health is protected by developing a safe, clean environment and providing health services focused on prevention	The health conditions of people are unsatisfactory, the health services give the priority to avoiding symptoms
The diversity in nature is valued and protected	The diversity of nature is neither valued nor protected
Community needs are met by using local resources	The needs of the community are met by imported goods
Everyone in the community has access to cost-effective and quality food, water, shelter and energy	Quality food, water, shelter and energy is expensive
Everyone has the possibility to have a job that they like	Many people are unemployed or have low-skilled and low-paid jobs without the possibilities for self-expression
Well-developed public transportation	Public transportation is abandoned and expensive, the safest and easiest way is using private transport
People do not feel threatened by crime and are not afraid of persecution because of their race, beliefs, gender, etc.	High criminal risk, people often become victims of political or sexual violence
Every person can gain knowledge and skills necessary for them as full members of society	Low quality of education
All people can participate in making the decisions that are important for the community	The real power is held in the hand of some groups that do not represent the interest of the society
Everyone has equal rights to meet their cultural and recreational needs without making harm to the environment	Only rich people can access recreational services

Feminine-Masculine?



INTRODUCTION

This activity will help the participants understand if and how their opinion is dependent on stereotypes related to gender.



GROUP SIZE

15-25 participants



TIME

45 minutes



GENERAL AIM

This activity aims to raise the discussion among participants on gender stereotypes and explore what is considered feminine and masculine in society.



SPACE AND MATERIALS

- Big space allowing the participants to move freely
- Flipchart paper
- Markers
- Signs reading 'FEMININE' and 'MASCULINE'



LEARNING OBJECTIVES

- Raise awareness of gender stereotypes
- Form and express personal opinion related to gender



DESCRIPTION OF THE ACTIVITY

Preparation:

Place the signs FEMININE and MASCULINE on the opposite walls in the rooms so that you could draw a visionary line between them.

Action:

Step One:

- Invite the participants to remember movies, series or cartoons they have recently watched. Write the titles down on the flipchart.
- Discuss with the participants how they usually choose movies, series or cartoons they would like to watch:
 - What criteria do they use to select the piece to watch?
 - How are their decisions influenced by their friends, family, etc.?
 - How are their decisions influenced by the media?



Step Two:

- Discuss briefly with the group what the terms “Feminine” and “Masculine” mean to them.

Step Three:

- Explain to the participants that you will read loudly the titles of the movies/series/cartoons, etc. After they hear the title, they will need to place themselves between the signs on the walls depending on their opinion how much the movie/series/cartoon, etc. is either feminine or masculine.
- After each round, collect a few arguments and let the participants discuss and defend their opinions.
- After each round, give the participants a moment to change their position between the signs if anyone’s arguments convinced them.



REFLECTION

- Was it easy/difficult to position yourself between the signs? Why?
- What main criteria did you use to decide if the movie/series/cartoon, etc. is more feminine or masculine?
- Do you think the arguments provided by the group were accurate or stereotypical? What stereotypes and how influenced the arguments?
- How do you think the people that do not fit into a gender stereotype are affected – such as a man watching a movie that is considered feminine?
- What do you think can be done to deal with the negative consequences of gender stereotyping?



TIPS FOR FACILITATION, POSSIBILITY FOR ADAPTATION

- If not all the participants are aware of any movies/series/cartoons suggested, ask the ones who are aware of them to briefly introduce them.
- You can also show a trailer of a movie/series. If you decide to do this, allocate more time for the activity.



Picture credit: www.freepik.com



In a Screenplay



INTRODUCTION

In this activity, participants will have the opportunity to present their solutions to a chosen global issue by using the format of a screenplay.



GENERAL AIM

This activity aims to help the participants think of solutions towards global issues and of ways how to realise them.



LEARNING OBJECTIVES

- Look for solutions towards an issue
- Foster creativity



GROUP SIZE

15-25 participants



TIME

90 minutes



SPACE AND MATERIALS

- Rooms with chairs and tables
- Paper
- Pens



DESCRIPTION OF THE ACTIVITY

Preparation:

No specific preparation is needed.

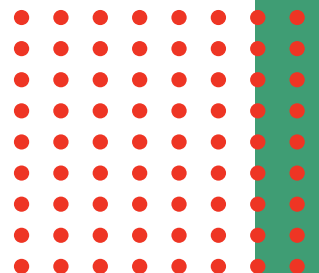
Action:

Step One:

- Split the participants into groups of 4-5 people and invite them to think and come up with a global issue they would like to tackle.
- Ask the groups to discuss the current state of the issue and how they would like to see the situation in 10 years from now. Invite them to think of the steps that need to be undertaken in order to make a change.

Step Two:

- Invite the groups to illustrate the path from the current to the desired situation in the form of a screenplay of a movie or a series. Provide them with the tips (annexed) how to create one.





REFLECTION

- Are the solutions you proposed in your screenplay realistic? How could you implement them in reality?
- What needs to be done to implement these solutions in reality?
- How do you see yourself in the process of tackling the issue shown in your screenplay?



TIPS FOR FACILITATION, POSSIBILITY FOR ADAPTATION

- You can use the activity flexibly for discussing the solutions of any global issue and the characters putting these solutions into action.
- The activity might work well as a part of a long-term learning process after some sessions during which the participants had a chance to explore and come up with a global issue that they would like to tackle.
- As a follow-up, you can invite the groups to shoot a short movie based on the screenplay they have created.

Tips for Writing a Screenplay

1. Come up with the title of your movie/series.
2. Describe your story's "high concept." Put it in a "what if" format.
Example: think about the movie Spider-Man. The "what if" statement would be "What if the Super-Man with his superpowers came to change the life of your community?"
3. List the characters of your movie/series. Draw a picture of each of them and write a paragraph about them so you feel like you know them. Think about their appearance, feelings and emotions, missions in the movie, skills/superpowers that they have.
4. Describe the scenes. They need to illustrate the steps that will allow your characters to move from the current to the desired situation related to the global issue you have chosen. Important elements of every scene:
 - The setting where the scene takes place: Is it in a park or at a factory? Is it sunny or raining? The little details are very important.
 - Dialogues among the characters: make them fit with your characters' personality and emotions, and make sure that they are not bland or insipid. Be creative!

Thinking Through Challenges



INTRODUCTION

By using different means of moving arts as a source of information and inspiration, this activity will allow the participants to understand different layers of global issues.



GENERAL AIM

The aim of the activity is to help the participants understand the complexity of different global issues and their potential consequences.



LEARNING OBJECTIVES

- Draw a multi-perspective approach on a chosen global issue
- Strengthen critical thinking
- Stimulate curiosity



DESCRIPTION OF THE ACTIVITY

Preparation:

Select a movie, an episode of a series, documentary, a cartoon or a reality show related to the global issue you would like to explore.

Action:

Step One:

- Invite the participants to watch the movie or a piece of it.
- After watching the movie, brainstorm with the participants on challenges/ dilemmas they have noticed in it and write them down on the flipchart.



GROUP SIZE

15-25 participants



TIME

45 minutes + the time necessary to watch a movie or a piece of it



SPACE AND MATERIALS

- Flipchart paper
- Markers



Step Two:

- Split the participants into small groups of 4-5 people and assign one dilemma/challenge to each group. Ask the groups to write their dilemma/challenge on the top of a flipchart.
- Ask the participants to discuss in their small groups how to respond to the challenge/dilemma which they are exploring. Invite them to brainstorm as many options as possible.
- Ask the participants to record all responses under the title of the dilemma/challenge they picked.

Step Three:

- Ask the participants to consider the possible consequences for each response and to record these in the consequence paths that lead from each response.



REFLECTION

- Was it easy/difficult to recognise different challenges/dilemmas in the piece of movie/series you have watched? Why?
- Was it easy/difficult to think of the responses to the challenge/dilemma you were exploring? Why?
- Were you surprised on any of the responses or consequences of the challenge/dilemma? What surprised you the most?
- Can you find any parallels between the dilemma you have explored and real life? What?
- What can you do to overcome the explored challenge?

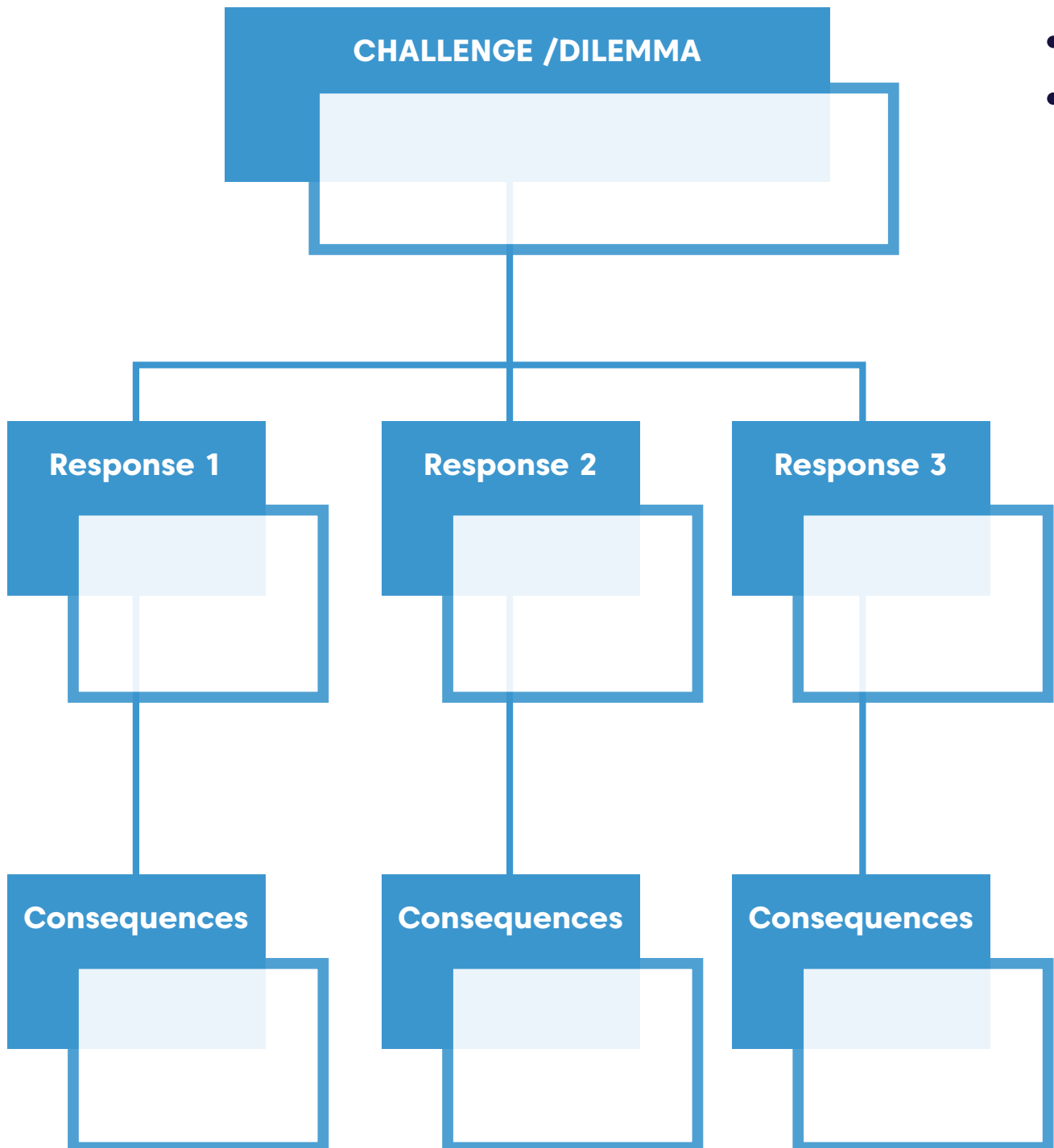


TIPS FOR FACILITATION, POSSIBILITY FOR ADAPTATION

- Think of your participants while choosing the film and take the following aspects into consideration:
 - Their age;
 - Their interests;
 - Their learning needs and expectations.

Worksheet

“Thinking Through Challenges”





Social Media/ Digital Activism

Digital activism describes the use of digital tools (internet, mobile phones and applications) to bring about change in some area of the social, political and economic landscape. It is important to understand that digital tools by themselves cannot bring the desired change. The best way to really succeed in bringing the change you want is to combine and complement the digital activism with 'traditional' offline forms of activism. Nevertheless, accessibility to digital tools that offer the ability to communicate with hundreds, thousands or even millions of citizens all around the world in an instant adds a new level to the concept of activism. Digital tools are an excellent and mostly cost-effective means to spread messages, information and suggestions as well as to connect and organize similarly thinking individuals and organizations. Because of all this, it is an especially convenient method of activism for those that have no or only limited access to other tools and resources for spreading their messages and ideas. It is also, one of the best methods for the initial recruitment of new activists and supporters. This is easily understandable, as clicking 'like' on Facebook™, sharing other activist's videos or retweeting something on twitter demands much less effort, time and money than participation in a street demonstration, a dedicated round table or even just careful reading and signing a petition. The downside of digital activism is the rise of so-called 'clicktivism'. In other words, unengaged and passive clicking. This problem, called also 'slacktivism' or 'armchair activism', must be taken into consideration before the beginning of digital actions and especially during the evaluation of their reach and their success, so as not to forsake the messages and ideals in exchange for 'zillions' of basically meaningless and unengaged clicks and likes.

Digital activism can be and is being used by individuals that are not part of an organized group and have no intentions to establish one, but also by formally organized associations, corporations, local and national authorities and international organizations. It is, in most cases, used by these actors in order to influence public opinion, plan a desired action, spread information and/or call for specific activities, transfer resources (information and financial assets), or to take direct digital actions. Of course, a number of factors come into play regarding who can get involved, when and in what way.

With this in mind, it is obvious that digital activism can be a very powerful method that should be used by activists to raise awareness about the SDGs and to develop, promote and impose on governments, policy makers and general public the ideas, approaches, solutions, proposals and demands necessary to reach the SDG targets. For example, one of the targets of SDG 5 is to 'eliminate all forms of violence against all women and girls in public and private spheres...'. According to the September 2015 report of the *Broadband*

Commission for Digital Development set up by the UNESCO and ITU (United Nations specialised agency for information and communication technologies) “73% of women have already been exposed to or have experienced some form of online violence”¹¹. Can we even imagine a struggle against this form of violence against women and girls without online activism?

The aim of the following chapter is to learn the basics of digital activism: how and why to choose which digital tool for a certain campaign; why it is important to strictly follow procedures of Internet security; what are the advantages and limitations of digital activism; and what are the perils awaiting every digital activist. The activities will cover some of the most popular and accessible digital tools: online petition, social network, blog, vlog (video blog) and micro-blogging. At the end of this chapter, participants will be able to develop and implement a campaign with basic and easily available digital tools.



11. www.broadbandcommission.org/publications/Pages/bb-and-gender-2015.aspx

Digital Activism



INTRODUCTION

Digital activism is the use of digital tools to bring a change in some area of social, political or economic reality. It is important to understand these tools and their most effective application in the context of activism.



GENERAL AIM

To learn about digital activism and its tools to the level that will enable participants to use them in their endeavours to reach the SDG targets in their local communities.



LEARNING OBJECTIVES

- Enhance critical thinking and teamwork
- Learn about activism in general and digital activism as a specific example
- Learn how to use different digital tools of digital activism for specific purpose



GROUP SIZE

8-30 participants



TIME

65 minutes



SPACE AND MATERIALS

- Computer(s), smartphones (if allowed)
- Projector
- Post-it notes
- Posters, flipchart
- Pens
- My GEGPopies ID cards, one for each participant
- Blue tack



DESCRIPTION OF THE ACTIVITY

Preparation:

Computers should be turned on, displaying different web pages that are related to digital activism. The room's corners or opposite walls should be arranged with four posters with the following titles: 1) 'Activism is...'; 2) 'Types of activism'; 3) 'I know this type of activism' (poster attached in appendix); 4) 'I participated this which type of activism'.

Action:

Step One:

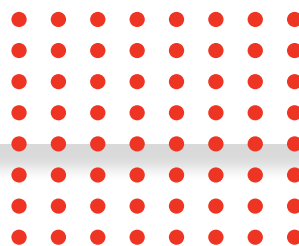
- Ask the participants to take a post-it and go to the posters 1 and 2, write their contribution on the post-it notes and stick onto the respective poster.
- Read out the posters 1 and 2 and show on a large screen the definition of digital activism:
In one sentence, digital activism is use of digital tools (internet, mobile phones and applications) to bring a change in some area of social, political and economic reality.
- Invite participants to proceed to posters 3 and 4. Again, ask them to write their responses on post-it notes and stick them onto the posters.
- Ask the participants if they want to share their thoughts about their experience with different forms of activism.
- Hand participants their GEGLpopies ID cards and ask them to read it and fill the first three lines.

Step Two:

- Separate the participants into 5 groups (up to seven members in each group).
- Each group should get a different name (Group 1: GEGL (country initial like SI, BG, CY, LT, ES, ...) SDG 5; Group 2: GEGL (country initial like SI, BG, CY, LT, ES, ...)SDG 11; Group 3: GEGL (country initial like SI, BG, CY, LT, ES, ...)SDG 12; Group 4: GEGL (country initial like SI, BG, CY, LT, ES, ...) Digital activism; Group 5: GEGL (country initial like SI, BG, CY, LT, ES, ...) Celebrities around SDGs.
- Ask each group to create a closed group on social media (on FB or Instagram) and create posts within the group about the meaning of their group name.
- Then discuss and write down their thoughts on devices and tools of digital activism.

Step Three:

- Groups will work on their social media group. Ask them to share as many posts about their group topic as they can find on-line.
- Ask each group to also posts their own thoughts about their topic.
- Now each of the small groups is asked to invite the facilitator and the remaining participants to join their social media group and comment on their posts.
- Ask participants to fill the rest of their GEGLpopies ID card, if they want, they can take a photo of the card and post it.

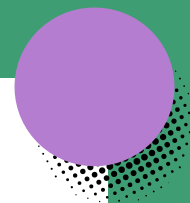




REFLECTION

- Did you find out something new about digital activism?
- Do you think that digital activism is important and why?
- Do you think you can use digital activism in the future?
- Do you think the SDGs are important? Why?
- Did you learn something new about the SDGs?
- How did you search for shared posts? On which platforms?
- Which part of the activity did you like the most?
- How do you feel when you get comment on a digital platform and how do you feel when you get a comment outside of social media (here/ from your friends etc.), which is easier for you, and which comment do you value more?
- Will you use your GEGLpopies ID card?
- Can we make the social media groups created public? Do you want to invite your friends to the group?







Global Education Goes Local

Co-funded by the European Union



My GEGLpopies ID

My name is _____ for me most important is _____
(Gender Equality, Sustainable city, Sustainable consumption), because I see the problem is _____

This problem is _____ (local, national, global)

I am good at _____
(writing stories/poem, drawing, talking to people, performance/act, dancing, sport, organising)

With my skills I can raise awareness by _____
(creating video, design leaflets, draw poster/graphites, make quiz, act, organise campaign/sport event/performance, write an article/poem, make a petition)

To disseminate my opinion/knowledge among my peers I can use _____
(Facebook, Instagram, SnapChat, Youtube, Kahoot quiz, Actionbound, petition maker...)

Global Education Goes Local

Co-funded by the European Union



Individual Digital Tools



INTRODUCTION

This activity will offer an insight into different digital tools and their strong and weak points.



GENERAL AIM

To learn about a variety of digital tools and how best to use them towards reaching the SDG targets in their local communities.



LEARNING OBJECTIVES

- Enhance critical thinking and teamwork
- Learn how to use different digital tools of digital activism for specific purpose



GROUP SIZE

8-30 participants



TIME

60 minutes



SPACE AND MATERIALS

- Computer(s), smartphones (if allowed)
- Wi Fi
- Projector
- Post-its
- Posters, flipchart
- Pens
- Set of Digital Tool Cards
- Blue tack
- Access to the closed groups created on social media during previous activity



DESCRIPTION OF THE ACTIVITY

Preparation:

Separate the participants into 5 groups (up to six or seven members in each group). Each group should, if possible, have access to a computer and/or a smartphone.

Action:

Step One:

- Each group is asked to choose one of the Digital Tool Cards. They are then asked to answer the questions on their card.
- Furthermore, ask the groups to find examples of their digital tool promoting Gender Equality; Sustainable Cities and Communities; Sustainable Consumption and Production and post them within the social media group(s).



Step Two:

- Ask each group to present their card and their answers. Compare the findings and allow for questions and discussion.
- Allow participants five minutes to post comments online as well.

Step Three:

- Each group is asked to try to find the weaknesses of digital activism, following the findings from previous sessions. Guidance in the form of simple words should be provided. For example: clicktivism, slacktivism, problems with demography, lack in real debate, lack of motivation for offline action.
- Ask each group to present their findings. Allow for a discussion among the groups.



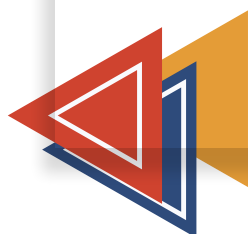
REFLECTION

- Open discussion about interconnectedness and differential importance for participants (regarding their skills, interests, preferences, accessibility, etc.).
- Which tools are “the best”?
- What is their connection to the Gender Equality, Sustainable Cities and Communities and Sustainable Consumption and Production?
- Are they available to everyone equally? If not, why not?
- Do you know any other digital tool that could be used for activism purposes? Direct the participants to a set of applications that were developed specifically for digital activism purposes (e.g.: Amnesty International's Panic Button app for Android, Crowdfunder, Bambuser, Piddler, Off the Record Messaging, Crabgrass).



TIPS FOR FACILITATION, POSSIBILITY FOR ADAPTATION

- In order to properly demonstrate and work with digital tools, access to computers and/or smartphones for participants is necessary. At least one computer and one smartphone should be available for each group to work with.
- Be well prepared about digital activism and especially about the individual tools. The participants will probably know a lot about certain tools and very little or nothing about others.
- Adapt the list of applications dedicated to digital activism to your participants and to their social context.





1. Describe ONLINE PETITION

What is it?
How can it be used?
When can it be used?
Why can it be used?
By whom can it be used?
What are its limitations?

Find examples about Gender Equality, Sustainable Cities and Communities, Sustainable Consumption and Production and post into our FB group



2. Describe SOCIAL NETWORK

What is it?
How can it be used?
When can it be used?
Why can it be used?
By whom can it be used?
What are its limitations?

Find examples about Gender Equality, Sustainable Cities and Communities, Sustainable Consumption and Production and post into our FB group



3. Describe BLOG

What is it?
How can it be used?
When can it be used?
Why can it be used?
By whom can it be used?

Find examples about Gender Equality, Sustainable Cities and Communities, Sustainable Consumption and Production and post into our FB group



4. Describe ONLINE VLOG

What is it?
How can it be used?
When can it be used?
Why can it be used?
By whom can it be used?

Find examples about Gender Equality, Sustainable Cities and Communities, Sustainable Consumption and Production and post into our FB group



5. Describe MICRO-BLOGGING

What is it?
How can it be used?
When can it be used?
Why can it be used?
By whom can it be used?

Find examples about Gender Equality, Sustainable Cities and Communities, Sustainable Consumption and Production and post into our FB group





Online and Offline



INTRODUCTION

Digital activism has become a part of our everyday life. We may not realise it, but we are its target almost every time we connect to the Internet. Its use can be subtle and its actors surprising (such as corporations or governments). The following activities will show the participants that the traditional styles of activism have no inclinations to go away and that if activists really want to change something, combining both forms of activism are necessary.



GENERAL AIM

To learn about digital activism and its tools and combine these with traditional offline activism to the level that will enable participants to use it in their endeavours to reach the SDG targets in their local communities.



LEARNING OBJECTIVES

- Enhance critical thinking and teamwork
- Learn about activism in general and digital activism as a specific example
- Raising awareness of dangers of digital activism for activists and how to act preventive



GROUP SIZE

8-30 participants



Traditional Activism: Tools and Forms of Traditional Activism



SPACE AND MATERIALS

- Flipchart
- Pens
- Set of Activism Cards
- Blu tack



TIME

45 minutes





DESCRIPTION OF THE ACTIVITY



Preparation:

No specific preparation is needed.

Action:

Step One:

- Start with a group activity. Ask the group to stand in a circle. You start by saying "I am an activist and I advocate for _____." Those who agree with the statement, jump; those who disagree, sit down; those who do not have an opinion, don't move. Then ask someone else in the group to say the next sentence. You can do one full circle.

Step Two:

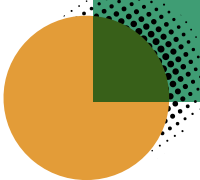
- Divide participants into groups of five, give them cards with a picture of one form of activism and ask them to write:
 - what they think the picture presents;
 - which type of activism it is;
 - examples of similar actions that they have come across;
 - whether the action achieved its goal.
- Ask each group to present their group work.
- Work out a definition of 'Activism' as a group - ask the participants to brainstorm and gather their ideas, help them to turn it into a definition that you can all work with.

Step Three:

- Ask each group to discuss and write down their thoughts about different tools and expressions of traditional activism, as well as about the difference between traditional and digital activism. Which type of activism do they think is more effective?
- Every group presents their findings.



Picture credit: www.freepik.com



Connecting Digital Tools and Traditional Activism



SPACE AND MATERIALS

- Flipchart
- Pens
- Set of Activism Cards
- Blu tack



TIME

45 minutes



DESCRIPTION OF THE ACTIVITY

Preparation:

No specific preparation is needed.

Action:

Step One:

- Separate the participants into groups of up to five or six members per group. Ask each group to think of a form of traditional activism that they consider the most useful or effective one.
- Next, ask each group to pick one of the Digital/Traditional Activism Cards. How does their specific form of digital activism relate to the traditional ways of activism they selected? Ask them to answer the following questions:
 - How can it be used?
 - When can it be used?
 - Why can it be used?
 - By whom can it be used?
 - What are its limitations?
 - Will it be more effective?



Step Two:

- Compare the groups' findings and discuss them.



REFLECTION

- Was it hard to find common ground between the tools of digital activism and the forms of traditional activism?
- Have you been part of any campaign that consisted of digital as well as 'traditional' activism?
- Open the discussion to talk about the interconnectedness and importance of different forms of activism, especially with regards to Gender Equality, Sustainable Cities and Communities and Sustainable Consumption and Production.
- What kind of activism do you think works best for which SDG?
- What would you think are the most appropriate tools or combination of tools to prevent online gender-based violence.
- Which digital activism tools would you use to show people what a sustainable community is?



Dangers of Digital Activism



SPACE AND MATERIALS

- Post-its
- Posters, flipchart
- Pens
- Blu tack



TIME

45 minutes



DESCRIPTION OF THE ACTIVITY

Preparation:

No specific preparation is needed.

Action:

Step One:

- Separate the participants into groups (up to five or six members in each group).
- Each group should, based on the findings from previous sessions, brainstorm and explore the dangers of digital activism. Guide them if they need support. For example: state surveillance, personal attacks on activists, accusations of slander, accusations of spreading false news, spreading false news about activists, threats of legal action, closing down servers etc.

Step Two:

- Ask all groups to present their findings.
- Discuss about the best ways to prevent and counter these dangers.



Activism Cards

Protest, Human rights for asylum seekers – Slovenia



Photo credit: Darij & Ana, Taken on June 22, 2009

IASC 2012



Photo credit: Griffin Boyce, Taken on July 26, 2012

Posters



Photo credit: Antonio Bonanno, Taken on May 10, 2006,

Blockade of EU Ministers



Photo credit: Darij & Ana, Taken on September 5, 2003

Online activism

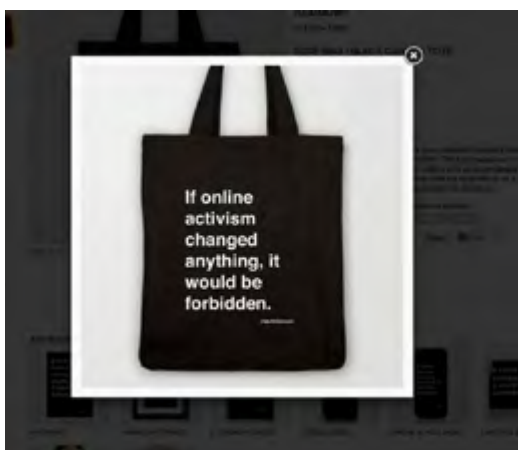
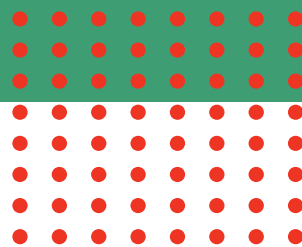


Photo credit: Felipe Tofani, Uploaded on January 31, 2013

Graffiti



Photo credit: Fibonacci Blue, August 17, 2012



Control



Photo credit: Tactical Technology Collective, *Survival in the Digital Age*, sneto 7.3.2019

Boycott



Photo credit: Fibonacci Blue,

Hunger strike



Photo credit: Joegoauk Goe, Taken on March 28, 2015

International Women's Day



Photo credit: Master Steve Rapport, *International Women's Day*

International Women's Day March 1



Photo credit: Molly Adams, Los Angeles 3/5/17

International Women's Day March 2



Photo credit: Molly Adams Los Angeles 3/5/17

Petition



Photo credit: RubyGoes, Taken on May 15, 2013

Public awareness raising campaign



Photo credit: IAS Ljubljana 2012 - Minister for Education of Slovenia writing his pledge at Diversity Days

Public Open space debate on equal right, Diversity Days, IAS Ljubljana



Photo credit: www.africanstudy.org

Let's Make A Digital Campaign



INTRODUCTION

This activity builds on the previous ones, where participants were introduced to different forms of digital activism. Here, participants will have the opportunity to plan and implement a digital campaign promoting the SDGs.

During the preparation phase of the campaign, the participants will have to utilise all the skills and knowledge gained in the previous sessions.



GENERAL AIM

Learn how to organise a concrete digital campaign.



LEARNING OBJECTIVES

- Enhance critical thinking
- Improve teamworking skills
- Learn how to use different digital tools of digital activism by implementing an actual campaign



GROUP SIZE

8 – 30 participants



TIME

3 hours



SPACE AND MATERIALS

- Computer(s), smartphones (if allowed);
- Wi-Fi;
- Post-it's;
- Posters, flipchart;
- Pens;
- Set of cards;
- Blu tack



DESCRIPTION OF THE ACTIVITY

Preparation:

Separate the participants into groups (up to five or six members in each group). Each group should, if possible, have access to a computer and/or a smartphone and download Kahoot¹² to play a quiz.

¹² www.kahoot.com/



Action:

Step One:

- Start with a Kahoot online quiz – you can use an existing one¹³ or create your own.
- Ask each group to explore the SDGs 5, 11 and 12 from different topics and perspectives, while thinking about how a possible digital campaign around one of them could look like.
- Each group then needs to decide on one of the three SDGs and must develop a strong argumentation as to why their approach to digital campaigning is the best one for this particular SDG;

Step Two:

- Once the group decided on their topic, ask them to develop a basic sketch of their campaign (activities, digital tools, persons needed).
- Ask all groups to present their results. Now it is time for the group to decide which of the campaigns they will implement altogether.
- You can show them different tools they can use to assist the implementation of their campaign, such as Canva for design of any visual material; Actionbound for creating on-line challenges; Kahoot for raising awareness; Mentimeter to measure success; Padlet or Trello as management tools.¹⁴

Step Three:

- Now the participants need to break down the proposed campaign into manageable parts (such as administration, content, digital tools etc.). Discuss with your participants how they would like to work and assist them in forming small groups with specific roles and responsibilities for the campaign.
- Allow time for each group to work on their allocated part of the campaign so that it can be implemented
- Ask the groups to present their work, and allow time for feedback, clarification and comments, as the entire group should support the campaign and be aware of its different elements.
- Next, ensure that the work of the different groups can integrate into a coherent campaign.

13. www.create.kahoot.it/details/global-citizenship-review-chapters-7-8/4e7db681-b05c-4343-8aed-19e4411c658e

14. www.canva.com; www.en.actionbound.com; www.kahoot.com; www.mentimeter.com; www.padlet.com; www.trello.com/



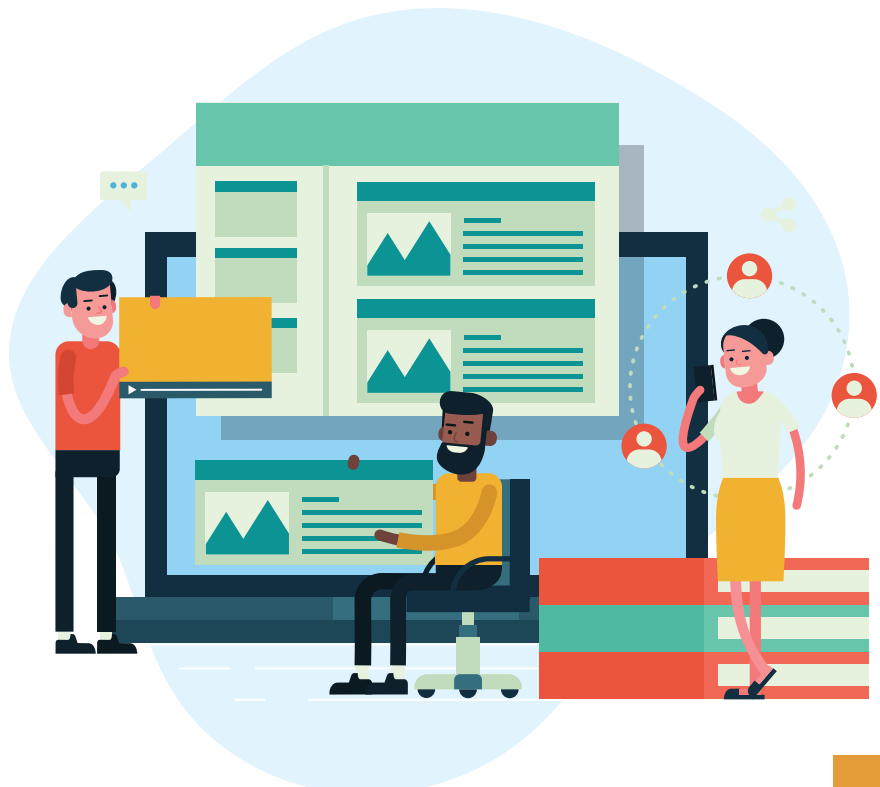
REFLECTION

- Was it easy/ difficult to agree on a topic for your campaign? Why?
- Was it easy/ difficult to agree on the tools for your campaign?
- What do you think of your campaign? What are its strengths? What are its weaknesses?
- Do you feel that you are all working for one joint campaign? How could this be done differently?
- What have you learned from this process?



TIPS FOR FACILITATION, POSSIBILITY FOR ADAPTATION

- The actual implementation of the designed campaign is the real goal of these particular sessions.
- The campaign should last at least 14 days so that the participants will find enough time to use and implement the learned skills and knowledge. During this timeframe, the intricacies of a digital campaign will manifest itself and you will have the opportunity to address and reflect upon these with the participants.
- It is important that you follow the implementation of the campaign closely and offer all due support and advice that the participants may require. After the completing the campaign, it is important to jointly reflect on the work and evaluate the outcome and the learning resulting out of this process.





Street Art/ Urban Pop

Urban Art and Street Art

Urban Art is used as a generic term and synonym for the various types of visual art and action art, not only in public spaces. Urban Art includes graffiti, street art, sticker art, urban knitting, guerrilla gardening and ad busting (transforming of advertisement). Urban Art is the legal form of street art and graffiti¹⁵. Street Art is visual art created in public locations; usually unsanctioned artwork executed outside of the context of traditional art vans. Other terms for this type of art include “independent public art”, “post-graffiti”, and “neon-graffiti”, and is closely related with guerrilla art. Common forms and media include spray paint graffiti, stencil graffiti, wheat pasted poster art, sticker art, street installations, and sculpture. Video projection and yarn bombing have also gained some popularity near the turn of the 21st century¹⁶. Typically, Street Art is used to distinguish contemporary public space artwork from territorial graffiti, vandalism, and corporate art. Guerrilla Art, a sub-form of street art, means that existing elements of urban spaces are changed by the fact that a (mostly) anonymous artist adds something to the space.

General Aims of Street Art:

- Street art is often used to transmit political messages, social statements, environmental topics or to raise awareness about injustice or current issues.
- Street art often expresses itself through manipulations of everyday life.
- Street art is always critical and with a twinkle in one's eye.

Methods of Street Art

The methods and expressions of street art are as diverse as the street art artists themselves. However, here are some typical examples of street art, which in turn serve as inspiration for working with young people.

- **Three-dimensional objects:** Brad Downey (*1980 in Louisville, Kentucky, USA) is an American street art and action artist. He lives in Berlin. Downey usually creates three-dimensional objects in public space. He calls these works sculptures.
- **Temporary streets art with chalks:** The chalk artist David Zinn (zinnart.com/) makes people smile with his painting. On footpaths, on curbs and objects, David Zinn raises little chalk creatures – until the next rain rinses away the artworks. Marlene Hausegger is an Austrian street artist who also makes little everyday manipulations with subtle humour.

15. www.de.wikipedia.org/wiki/Urban_Art

16. www.en.wikipedia.org/wiki/Street_art



- **Stencil graffiti:** Banksy, a British street artist, uses the tactic of communication guerrilla to provide an alternative perspective on political and economic issues. He often changes and modifies familiar motifs and images¹⁷.
- **Tape Art:** Tape art describes art that has evolved from tapes. Various adhesive tapes with different structures, colours and shapes can be used. Tape art emerged from the search for an alternative to spray cans. Tape art was originally used in public urban space. Increasingly, tape art is being discovered by the media and used by individuals in the private interior. In some cases, tape art is also combined with graffiti art¹⁸.
- **Lego Guerrilla Art:** Lego Guerrilla as one of the countless varieties of guerrilla art has the simple aim to beautify the city or even to make it more 'liveable'.
- **Moss Graffiti:** Moss graffiti is a type of street art that uses living moss to write on the walls of public spaces. Moss can be blended and painted onto a wall and may then grow in position. By replacing the harmful chemicals found in paints (such as methanol, which damages the nervous system when consumed in large quantities) with plant matter, the artist can still create works without damaging the environment. After the application, the moss grows, adding a new dimension to the art medium as well as extending the concept of guerrilla gardening. For more information, there is a blog on moos graffiti.¹⁹
- **Words:** Even sayings, quotes or slogans can be artistically used in the sense of street art.²⁰
- **Urban Sport:** Next to the Street Art, Sport is also adding to the urban pop culture of this generation: Street sports are sports held in urban environments. Other key characteristics attributable include their non-commercial and non-professional nature. Street sports are an expression of the spontaneous, improvisational and creative origins of sport adapted by human ingenuity to the urban environment. Typical types of urban sports that are done by young people are: street hockey, street soccer, basketball or skating.²¹

With the help of the various methods and expressions of street art, the following concrete activities can be used to get young people interested in working with the SDGs.

17. www.streetartbio.com/banksy

18. www.en.wikipedia.org/wiki/Tape_Art

19. www.growsomethinggreen.com/blogs/grow-something-green/moss-graffiti-guerrilla-gardening-recipe

20. www.de.wikipedia.org/wiki/Liste_von_Graffiti-_und_Streetart-Künstlern

21. www.en.wikipedia.org/wiki/Street_sports



Comment on It



INTRODUCTION

Teenagers are used to giving their comments on social media constantly - mostly only with a thumbs up / thumbs down symbol to represent 'like' or 'dislike'. This activity invites participants to do this now in real life in their city or town where they see a reference to the SDGs. The commenting is done with creative methods of Street Art.



GENERAL AIM

With the help of this activity, young people can find out where in their own city there are problem areas and room for improvement - in relation to discrimination of gender, sustainability or irresponsible consumption (SDGs 5, 11, 12). Furthermore, they can find creative solutions or identify places where sustainable development is already working well.



LEARNING OBJECTIVES

- Enhance critical thinking and problem-solving skills
- Try out creative techniques and recognize your own artistic skills
- Promote a sense of self-efficacy (My opinion is important, my comment is seen, I can change things)



GROUP SIZE

5 – 25 participants



TIME

5 hours (including 2 hours out in the city/ community)



SPACE AND MATERIALS

- Flip chart papers
- Pencils, markers
- Creative materials such as coloured duct tape, chalk for street painting, chalk spray, stencils, solid paper for signs, double-sided adhesive tape for to fix signs, maybe use „tape Up“-App to try out tape art
- Smartphones or cameras





DESCRIPTION OF THE ACTIVITY

Preparation:

No specific preparation is needed.

Action:

Step One:

- Start with a moderated group discussion about the topics: "What moves you?", "2050: in which environment / world do you want to live?" and/or "What is important to you?". Gather main discussion points on a flipchart paper visible to the group.

Step Two:

- In order to prepare for the actual commenting within the community, participants are now invited to try out the different creative materials. They can work in small groups and experiment, using the discussion points as guidelines for their creative expressions.
- Ask participants to consider which methods they believe would work best to make comments in the public sphere of their neighbourhood/ community.
- Discuss together the question "What is allowed in Street Art and what is illegal?"

Step Three:

- The participants are split into small groups and asked to go to the city centre / a specific district/ the neighbourhood.
- Everyone has to find out for his/herself which places/things he/she would like to comment on.
- Leave comments on walls, in metro stations, stairs,...(thumbs up, thumbs down, quotes, claims, questions, speech bubbles, sprayed on pictures with spray chalk and stencils, self-adhesive signs, tear-off papers, tape images and more.) such as "Green would suit this place very well!".
- Take a picture of the commented places / things with the phone or camera for reflection later in the group.



REFLECTION

- What was important for you to comment on in your city and why?
- How did it feel to comment on the places / things?
- Were there any reactions from people watching you commenting?





TIPS FOR FACILITATION, POSSIBILITY FOR ADAPTATION



- You can easily spread this activity across two days, working on Step One and Step Two for the first day, and Step Three on the second day;
- The range of creative methods can be expanded;
- You could go deeper into the question of “What is important to me in terms of a healthy environment, equality, sustainable consumption, etc.?” in your discussions with the participants before commenting on issues within the neighbourhood;
- Following the action, you might want to organise an exhibition in a public space with photos of the places and things commented by the young people.





Art to Waste



INTRODUCTION

This is an activity in which young people create sculptures out of waste and then present them in a public space in their city/ town/ community.



GENERAL AIM

Enhance critical thinking about everyone's own lifestyle and consumption patterns (SDG 12) and about the global connections of consumer goods.



LEARNING OBJECTIVES

- Create art out of what is left behind
- Deal with the topic of sustainable consumption
- Raise awareness of garbage issues (through exhibition in public space)
- Transform emotions of the participants (emotionally charged waste sculptures)
- Challenge the concept of competition: The waste art does not have to be "pretty"



GROUP SIZE

5 – 25 participants



TIME

6 hours (including time spent out in the city/ community)



SPACE AND MATERIALS

- Garbage: collected in public space or brought from home
- If necessary: gloves for waste collection
- Glue, wire, ribbon for the construction of the sculptures
- Tables or similar to present in public space
- Camera to capture the waste sculptures



DESCRIPTION OF THE ACTIVITY

Preparation:

Depending on how much time you have, you could ask participants to each bring a bag full of garbage collected in their community/ the city centre/ other public places.





Action:

Step One:

- Start with an introduction round by asking participants to say a few words to the following two points:
 - Waste in general
 - What is art for you?
- Next, discuss how you could create art out of waste. What comes to their minds?

Step Two:

- Split the group into smaller groups. In order to gather waste for the sculpture later in the session, participants are sent to collect waste in public spaces. Depending on your location and surroundings, you can either send the participants in small groups on their own, equipped with gloves and trash bags; or you can go altogether. You can also ask the participants in advance to collect and bring waste.

Step Three:

- Next, split participants in small groups. Each group receives an amount of the trash collected in public spaces. Ask the groups to design their own statues or sculptures out of the trash. Provide them with material such as tape, wire, ribbons etc. What would they like to represent with their piece(s) of art?
- Once the groups are done, you can exhibit the sculptures. Where would the participants like to place them? You can either exhibit them in your youth centre, or maybe a public park or playground.
- Take pictures of your artwork.



REFLECTION

- How did people react to the exhibition?
- Did you have a clear message? Was this message understood by other people?
- What did you think when you went to collect garbage left by other people?
- Did this activity change your perspective about waste in public spaces?
- What do you think about the waste generated by our lifestyle?
- What would have to be changed? What can you change?
- What was the waste before / what happens once it is thrown away?
- Where does our waste go, which we produce in our community?





- Which public sectors produce waste?



TIPS FOR FACILITATION, POSSIBILITY FOR ADAPTATION

- You can easily spread this activity across two days, working on Step One and Step Two for the first day, and Step Three on the second day;
- In addition, you could include a working session on 'zero waste' and on what can be done to avoid as much waste as possible in the entire system.





My Space



INTRODUCTION

In this activity, young people will discover, name and make visible their favourite places in town. These places are viewed and reflected upon together. With the help of attached QR codes, adults and other young people then can get information (auditory / visual / audio-visual) about what makes these places favourite places.



GENERAL AIM

Promote consciousness about:

- which places are available for young people within their city/ town/ community that are inclusive, safe, resilient and sustainable (SDG 11);
- whether young men and young women are treated equally in public places (SDG 5);
- how these places are designed in terms of sustainable consumption (SDG 12).



LEARNING OBJECTIVES

- Make problems and wishes of young people visible
- Promote awareness of young people's own needs regarding public spaces
- Learn to better understand other generations and their use and needs in public spaces



GROUP SIZE

5 – 25 participants



TIME

6 hours



SPACE AND MATERIALS

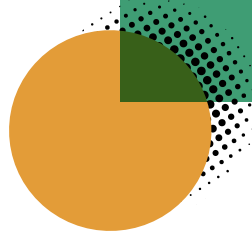
- Cameras, microphone (for videos, photos, Interviews)
- QR Code Generator app, Internet access
- Flip chart papers, pencils
- Computer, printer, laminator, needles, tape (to create the contents, to print, make weatherproof and fix the printed QC codes)



DESCRIPTION OF THE ACTIVITY

Preparation:

Ensure that there is at least one computer with internet access, at least one smart phone with the ability to download and use the QR code generator app.



Action:

Step One:

- Start with an introductory discussion along these questions:
 - Where do you prefer to spend my free time and why? e.g. consumption free places, away from parents, sports facilities etc.;
 - At which places you have the duty to consume something/ which ones are free of the duty to consume;
 - Discrimination against people in certain places;
 - Green places in the city, nature in the city;
 - Is there access to safe, inclusive and accessible green spaces and public spaces?
 - Boys and girls – who stays where?
 - Waste accumulation in public places.

Step Two:

- The participants will now go out to explore their city or neighbourhood in small groups, equipped with mobile phones, perhaps with microphones, paper and pens. The participants are asked to take notes about the places or shoot short videos on site, do short interviews and take photos related to the question “What makes this place a favourite place for me?” “What can I do here?” (the raw material is produced here).

Step Three:

- Split the participants into small groups. Ask them to design the contents for the QR codes of the raw material: that could be texts, videos, photos, or interviews
- When finished, save the contents as common files (mp3, mp4, avi, mov, jpg) and put on a public accessible place (drop box or cloud);
- Now ask participants to generate QR Codes with the help of the QR Code generator for the link to this place (drop box or cloud).
- Print the QR Code and make it weatherproof by laminating it, or by putting it into a thin plastic file that can be closed with tape.
- Next, ask the participant groups to go out once more and fix their QR code to their favourite places.



REFLECTION

- What do you need, what is missing in your city/ community/ neighbourhood?
- Which places are good for youth and why?





TIPS RELATED SPECIFICALLY TO THIS ACTIVITY, WAYS IT CAN BE CHANGED, ADAPTED ETC.

- A city map with the favourite places of young people can be designed, on which the places are provided with QR codes. This map can be printed out as a flyer or poster and forwarded to interested people or presented in a large format in a public place.
- For some groups it may make sense that the small groups are accompanied to the favourite places and get help with the creation of videos and interviews.





GO POP IN ACTION



*"A goal without a plan is just a wish."
Antoine de Saint-Exupéry*

A goal without a plan is just a wish, said once Antoine de Saint-Exupéry. Global education, which does not lead to action, is just a fun activity. The final results of global education are the change of behaviours and empowerment to take action. We can look at it as a process where learners get more information and become aware of global issues, develop skills and attitudes, and gain deeper understanding of the interdependencies between themselves and one or more of the global challenges. They start understanding the connections between their local community, themselves and what they do and the global world. Some might understand that these are the core elements of global education, but we can ask ourselves: why do we want the learners to get more information? why do we want them to explore their interrelation with the global issues? what is the ultimate goal?

The concept of global education emerged along with the globalization process when the world started recognizing the inequalities between the global north and the global south. The importance of cooperation between all the members of the global community in order to solve global problems was recognised. Therefore, the ultimate goal of global education programmes is to empower global citizens to take action so that more and more people will gain awareness and more and more people will be engaged in doing their part to fight injustice and to contribute to the sustainable development of our planet.

This chapter aims to support educators to work on taking action in the framework of educational activities. It is based on the framework called 6 steps to Global Citizenship (also known as the Get Global! Process) developed by the consortium of international organisations active in the field of development cooperation and global education²². It provides a structure for learners to manage their own learning. It allows them to move from thinking about issues that are important to them, to planning and participating in the action, as well as reflecting on their performance and assessment of their work. The 6 steps in this framework are:

- **Step 1. Get asking questions!** - involves learners exploring their understanding, values and attitudes towards global citizenship. It can be used as a baseline for measuring and recording their responses, and activities can be repeated throughout the steps.
- **Step 2. Get an issue!** - involves learners generating important issues affecting their lives. It helps them to think about the issues in a local and global context, and then choose one to take action on to improve the situation.

22. Price, J. (2003). Get Global! A Skills-Based Approach to Active Global Citizenship. ActionAid.



- **Step 3. Get more information!** - involves learners finding out more about their chosen issue. It enables them to research the issue in-depth and investigate how it affects people and environments locally and globally.
- **Step 4. Get planning!** - involves learners deciding what action to take and how to implement it. It supports them in considering the feasibility of their ideas and managing the practical implications.
- **Step 5. Get active!** - involves learners taking action.
- **Step 6. Get thinking about it!** - involves learners reflecting on the Get Global! Process. It encourages them to consider what they have learnt and achieved, and what they would do differently next time.

The first and second steps of this framework can be covered by implementing activities from the previous chapters of this toolkit. The activities will allow participants to better understand their connections to the globalized world and find out the issues that they would like to further work on. In this chapter, you will find some tools that will help you cover the whole preparation for the action, starting from investigating more about the issue, through finding possible solutions and planning actions.



Selecting the Issue: Snowball



INTRODUCTION

This is a very simple and short activity that helps groups collaboratively decide, which of the issues they would like to further work on, and to take action on.



GENERAL AIM

This activity aims to help participants select the issue they want to work on.



LEARNING OBJECTIVES

- Develop arguments
- Learn how to make decisions in the form of consensus



DESCRIPTION OF THE ACTIVITY

Preparation:

Explain to the participants that with this activity, they will be making decisions on the main issues that they want to follow up on with their own action. Mention that this is an important step in the preparation of their action.

Action:

Step One:

- Divide participants into pairs and ask them to discuss and decide what the most relevant issues in their local community are and why. They should write them down on a piece of paper.

Step Two:

- Groups start merging. Two pairs merge into one group. They should present what they discussed and decide, which of the issues are the most relevant for the whole group. The merging continues until the whole group is divided into two groups with two statements each.



GROUP SIZE

8-30 participants



TIME

20-30 minutes



SPACE AND MATERIALS

- Small pieces of paper
- Pens for every participant

Step Three:

- Ask each group to write down their choices on a big piece of paper and put it so that everybody can see them. Give the participants the space to explain their choices and ask questions if needed.



REFLECTION

- How do you feel about the selected issues?
- Why do you think you ended up with this list of issues?
- What else you need to take action on this issue?



TIPS RELATED SPECIFICALLY TO THIS ACTIVITY, WAYS IT CAN BE CHANGED, ADAPTED ETC.

- The bigger the group is, the more time it will take to implement this activity.
- If you have a problem with the time management in the group and they like to talk a lot, it might be useful to limit the time per round, and to have a sound to announce the end of the round.



Insta-Consults



INTRODUCTION

This activity encourages the use of Instagram to better understand the issues selected for action, to bring the diversity of perspectives and to learn more about causes and possible consequences. By using Instagram, participants open up to and potentially engage with people outside of the group, which is important for taking action within the community.



GENERAL AIM

Reflect on the causes of the issues that participants chose for their action.



LEARNING OBJECTIVES

- Learn how to use social media for taking action
- Enhance critical thinking



GROUP SIZE

5-35 participants



TIME

60 minutes



SPACE AND MATERIALS

- Mobile phones with access to Instagram accounts
- Internet connection
- Flipchart paper
- Markers



DESCRIPTION OF THE ACTIVITY

Preparation:

Explain to the participants that in this session, they are going to work more on the issues that interest them, and they would like to take actions on. Together with their friends online and offline, they are encouraged try to get different perspectives on the issue and on why it occurs, which should help them plan their actions. For this activity, every participant ideally needs a mobile phone with access to an Instagram account. Alternatively, participants could work in pairs during Step 1.

Action:

Step One:

- The first part of this activity should be done individually. Ask participants to take their mobile phones and create an Instagram story asking why their issue happens, for example: Why is there no equality between girls and boys? Why is there so much garbage in my city? Suggest that they can tag their friends, as well as use **#GEGl** and **#GlobalEducationGoesPop** to be able to look for their stories.

Step Two:

- Then ask each participant in the group to reflect on the questions of their colleagues, by looking for their stories and answering their questions. To be sure that the activity will be meaningful, each participant should answer most or all of the questions of the group members (depending on the group size).

Step Three:

- Divide participants into small groups (5-6 people each), having similar or the same issues if possible, and ask them to share what they have found out, and together as a group they should create a poster on the main causes of their selected issue- answering the question: Why does this issue occur?



REFLECTION

- Did you find anything surprising in the answers? If yes what?
- What do you think about making the brainstorming on the causes and consequences publicly on social media? What are the positive and negative sides?
- What else do you think you need in order to properly assess your issue?
- Are you planning to follow up on your Insta story in the next 24h?



TIPS RELATED SPECIFICALLY TO THIS ACTIVITY, WAYS IT CAN BE CHANGED, ADAPTED ETC.

- For creating the Instagram story, you can suggest using the app Canva²³, which offers to create different design options and might work for those participants, who have difficulties designing their own Instagram story.
- If you have time, you can add additional questions to the Insta stories that explore the possible solutions, and bring different perspectives:

23. www.canva.com





- What can I do to change the issue?
- How to make the issue worse (in this way you are asking to reflect on the possible negative consequences)?
- What would (name a famous person in your context) do about this issue/ what solution would this person propose?
- How you would imagine the situation will be in 5 years from now?
- Inform participants that only short texts work as answers on Instagram.
- It is best to review how Instagram works before implementing this activity, as some changes might occur since the publishing date of this toolkit.





Solution Zines



INTRODUCTION

Zines are amateur-produced magazines written for a subculture of enthusiasts devoted to a particular interest. This activity will focus on looking for different solutions for the specific problem and publishing them in zines.



GENERAL AIM

Help learners find solutions for the given challenges through the form of artistic expressions, such as zines.



LEARNING OBJECTIVES

- Develop critical thinking
- Explore the artistic expression to look for solutions for the different challenges



GROUP SIZE

4 – 30 participants



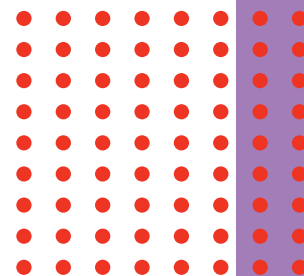
TIME

2 hours



SPACE AND MATERIALS

- Examples of zines to show participants, or photos of the examples of zines
- Variety of materials for painting, drawing, collage
- Old newspapers, magazines



DESCRIPTION OF THE ACTIVITY

Preparation:

Prepare the short presentation about zines and explain participants about the philosophy behind, as well as how zines have been developed and distributed. Explain participants that they will be looking for a variety of solutions for the issues they have selected.

Zines give a voice to the everyday anonymous person. The basic idea is that someone sits down, writes, collects, draws or edits a bunch of stuff they are interested in or care deeply about...and distributes it. The process of creating a zine is a direct one, remaining under the writer's control at all times. Perhaps its outstanding facet is that it exists without any outside interference, without any control from above, without any censorship, without any supervision or manipulation.





Zines are self-publishing, usually, the copy machine is being used to reproduce the content. Zines share a democratic, participatory ideal in that they advocate for various crowds of people to engage in a dialogue about the issues that affect them. They aim for inclusion, valuing a multiplicity of voices and values rather than just the dominant ones and thereby reject assessment of worthiness based on exclusionary criteria like age, wealth, political status and cultural capital.

Action:

Step One:

- Divide participant into groups according to the issue that they would like to work on. Each group will be developing one zine (one zine one problem). Groups can be big, with up to 10 participants.

Step Two:

- Ask each group to brainstorm about the possible solutions that they can think of while thinking about the selected problem. Write down all the possible solutions.

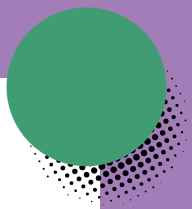
Step Three:

- Groups should start working on the zines portraying a solution for their specific problem. Every participant or in pairs they should select one solution that they would like to work on. The solutions should not be repeated.
 - The task of each participant or pair should be to create one page of the zine, describing in depth the solution. Then the group needs to put all the pages together to create the final version of the zine.
 - Finally, prepare the table where all the work will be exhibited, and let participants go around and see the proposed solutions.
- 



TIPS RELATED SPECIFICALLY TO THIS ACTIVITY, WAYS IT CAN BE CHANGED, ADAPTED ETC.

- You can bring the examples of the solution zines to the group so they can get inspired.
- You can suggest participants to further investigate their idea for a solution to see the possible impact and check the facts.
- You can suggest that one person/group can make more than one page of the solution zine if the time given is enough.
- It is highly recommended to make visible the solution zines. You can photocopy them and give to participants, or disseminate the zines at schools/ universities, or publish on social media.



Photos of Zines



Global Leaders' Meeting



INTRODUCTION

This is a simulation of the global leaders' assembly where the participants can present their possible solution on the topic that is on the agenda, and then together decide which of the solutions they will implement.



GENERAL AIM

Help participants to look for the solutions on the existing issues.



LEARNING OBJECTIVES

- Develop debating skills
- Public speaking



GROUP SIZE

12-30 participants



TIME

90 minutes



SPACE AND MATERIALS

- Space that is best adapted to the assembly meeting



DESCRIPTION OF THE ACTIVITY

Preparation:

Explain to the participants that they are going to simulate the assembly of the global leaders, whose task is to decide what kind of solutions they want to implement to solve the issue that is on their agenda today (choose the issue that they have previously selected).

Action:

Step One:

- Divide participants into smaller groups, to create at least four groups.
- Give participants ten minutes to prepare a presentation of their solution, analysing all the pros and cons.





Step Two:

- Select the person who will chair the meeting (if it is a person from the group, s/he should not be part of any of the small groups. While other groups are working, you can prepare this person for their role). This person should facilitate the process to come up with one final decision on which solution will be implemented and it should be done in a respectful and democratic way.

Step Three:

- Run the General Assembly. Each group should first present their possible solution (one per group), then the assembly can start the debate.
- Close the assembly with voting on the final decision as to which solution will be undertaken by the participants.



REFLECTION

- How do you feel after this activity?
- What is your opinion on the decision-making process?
- Did you have enough information to make the decision? What helped you to make it?
- Are you satisfied with the results of this process?



TIPS RELATED SPECIFICALLY TO THIS ACTIVITY, WAYS IT CAN BE CHANGED, ADAPTED ETC.

- If you are implementing the activity in school, adapt it into the school setting by saying that they are a school council or any other body that they know best and which can decide on the issue that has been selected.





Inclusive Poster



INTRODUCTION

This tool is designed to prepare young people to develop their communication campaigns, which is always one of the important elements of any action.



GROUP SIZE

10-30 participants



TIME

90 minutes



GENERAL AIM

Raise awareness about the importance of inclusive communication.



SPACE AND MATERIALS

- Drawing materials
- Pictures and/or old newspapers
- Markers
- Flipchart paper
- Projector with internet access or previously downloaded materials
- Printed evaluation forms – one for each group



LEARNING OBJECTIVES

- Critically assess hidden messages in different communication campaigns
- Prepare participants to run their own communication campaigns free from negative impact



DESCRIPTION OF THE ACTIVITY

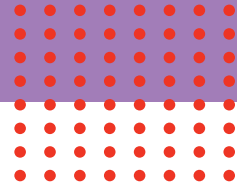
Preparation:

Explain to the participants that they will be developing posters to communicate global issues to their local communities. They will be working in groups and each group will receive a specific issue that their poster should focus on. The aim of this activity is to reflect on how to communicate properly with the external world, and how to follow the Code of Conduct on Images and Messages.

Action:

Step One:

- Introduce the video and the checklist for posting on social media developed by RADI-AID: www.radiaid.com/social-media-guide/, which is based on the Code of Conduct on Images and Messages (see chapter 2.4).



- Ask the participants what else they need to take into consideration when they plan a communications campaign. Write all their answers on a flipchart.
- If the participants have difficulties identifying the different elements, you can help them by suggesting the following: gender-inclusive language; existence of stereotypes in the message; transparency of the information; where the information is coming from; constructive language etc.

Step Two:

- Divide the group into smaller teams and distribute the issues (you can always adapt them to your local needs). Ask participants to get creative by doing their posters.
- When the posters are finished, redistribute the posters in a way that none of the groups has their own poster, and ask the participants to evaluate what they see by using the evaluation form.

Step Three:

- Return the posters together with the written evaluations to the original groups and ask them to revise them.



REFLECTION

- How easy or difficult was it for you to design the posters?
- How was the experience of evaluating posters for you?
- What are the elements that you found the most challenging and why?
- Do you normally reflect on the hidden message that communication brings? And why/ why not?
- What kind of hidden negative impact did you find in the posters?
- Can you give any examples of the impact of hidden messages in communication from your everyday life?
- What kind of recommendations can we give ourselves for the process of planning actions?



TIPS RELATED SPECIFICALLY TO THIS ACTIVITY, WAYS IT CAN BE CHANGED, ADAPTED ETC.

For making posters you can ask people to draw, make a collage (in this case would be useful to also prepare/print photos that would be considered inappropriate according to the code of conduct) or you can suggest doing the poster using online design tools. For all scenarios it would be useful to include images on the posters so as to have an opportunity to debrief on the code of conduct.

Scenarios

Scenario 1: Your organization plans to raise awareness about gender inequality that exists in your community. There are many cases of inequality, and you would like to make people aware about it. But the motivation for the action is coming from a specific situation: you learnt from your friend that in a certain bar in your city, only males are being hired due to an internal policy, and the motivation behind it is to attract more women to come to the bar.

Scenario 2: There is a big problem with garbage in your city. Your city is simply dirty, and it seems like there is a popular culture of throwing everything on the streets. You would like to develop a communication strategy to solve this problem.

Scenario 3: You are organizing volunteering activities in Ghana, and you are looking for volunteers. How would you encourage young people to apply for your activity?

Form for the Evaluation of Posters:

1. What feelings does the poster raise for you?
2. Is the language of this poster inclusive for everyone?
3. Can you find any stereotypes in the poster?
4. What kind of impact can this poster make?

<i>Levels / Impact</i>	<i>Positive Impact</i>	<i>Negative Impact</i>
Individuals involved in the communication		
The institution behind the campaign		
Local community		
Environment		
Stakeholders		



Examples of Actions

Below are three examples of actions that the project partners of the GEGL project implemented within some of the small localities participating in the project.

Online Weekend Games in Mazarrón (Spain)

Date: 15-16 December 2018
Organised by: Youth Council of Mazarrón
SDGs addressed: 5 and 11
No. of people engaged: more than 100

The context of the Action

The Mazarrón Youth Council decided to organize the “Online weekend games” because it was the event most demanded by young people in the community. In the previous year, a survey was made in secondary schools about the needs of young people for free time activities. The most frequent response was online games. Furthermore, the youth council observed an irresponsible consumption of video games in terms of the time spent by the computer, the type of games played (mostly competitive and violent ones, where values such as tolerance and respect are absent). Youngsters learn to be disrespectful to people and their environment, they become desensitised to violence. They do not learn to think critically and do not have the skills to decide what games are good for them and what are the damaging ones.

The Action

The event was strategically prepared: The Youth Council wanted to offer something attractive for young people and in parallel to have educational workshops to reflect on what they were doing.

The choice of space was crucial: the event was held in the sports centre where many young people go to practice sports, a place that they know and is close to them. On the other hand, the big space allowed the organisers to gather more than a hundred people in a single room, while there were also several small rooms in the same place where the workshops could take place.

At the time of preparing the workshops, the Youth Council looked for professionals who knew the subject very well and at the same time were the people who were able to work with participatory approaches so that the youngsters could have a fun learning experience.

The activity took two full days (Saturday, Sunday). The following measures were taken to keep the young people motivated and stay for the entire event:



- 
- Apart from online games, young people could use the basketball and volleyball court while they were waiting for their turns to play;
 - There were two different workshops that took place in parallel to the online games. The first one was about stereotypes in advertising, dealing with the subject of sexism in marketing and advertising and consumerism vs. responsible consumption. The other one was about different types of dangers on the Internet (cyberbullying, grooming, sexting, phishing, etc) and with tips on how to participate in different social networks safely. Each one lasted 40 minutes and was repeated several times per day so that young people could choose the one they wanted to go to while waiting for their turn to play.
 - One extra motivation for the participants were the prizes: to the first three winners of each game received prizes in money thanks to the collaboration with the city council of Mazarrón.

The Outcomes

Through the action, young people learned about the importance to moderate their time of playing videogames, spend their free time on the computer and be able to have more free time to spend in different ways. They also understood the learning impact of the video games that they are playing, being able to give a critical look to the ones that can be damaging for them and for the others. Young people also realized the importance of parental control for their well-being and safety (in terms of timing and content of the games). They reflected on different threats on the internet and the ways to protect themselves.

As a result of the action, young people are now aware that there are ways to contaminate the world even through videogames. They understand that they are a part of the world where they need to act critically and be responsible for their own action.

Young people had fun and met a lot of peers from the locality with whom they share the same interests. They made new friends and became motivated to participate in other activities run by the municipality.

Tips for Others who would like to take a similar Action

- If possible, ask young people what they want to do and then adapt that same activity so that it can be useful in terms of learning about different SDGs.
- Workshops cannot be too long. They should be dynamic and fun and should be directly related to the activity so that young people directly reflect on what they have done.
- A very important aspect for young people not to lose motivation is waiting times: the activity should be organized in a way so that the participants don't have the feeling of wasting their time.
- Propose several alternatives to the main activity: in this case, the workshops were organized several times per day. Also, young people could use the sports court to play football or basketball.





Photo Walk in Athienou (Cyprus)

Date: 14 October 2018
Organised by: Future Worlds Center - Nicosia Photowalks
SDGs addressed: 5
No. of people engaged: 40

The context of the Action

This activity was organised by one of the five localities taking part in the GEGL project in Cyprus, in order to raise awareness about Gender Equality.

While women in Athienou are traditionally active and entrepreneurial, they receive very little recognition of their role as a vital element in society. Most social spaces in Athienou are for boys and men; churches are usually man-centred; entrepreneurship is rarely seen as equally suitable for men and women; history remembers mostly men.

The Action

This was a photographic walk around the village of Athienou, focusing on the women of Athienou from antiquity until modern times. It was a creative activity aiming to raise awareness about SDG 5 – Gender Equality and to provide interesting information about how the women influenced the development of Athienou and made history, with evidence from the architecture until intangible heritage protected by UNESCO.

A professional photographer was also there to assist participants in photo-shooting in creative/artistic ways, and then participants were invited to share their photos online with specific hashtags, in order to help create a positive collective memory.

The walk started in the Museum of Athienou where the participants learned about different female deities and their story, saw revolutionary (for their time) exhibits and learned about the process of adding a traditionally female activity in the village (lace) to the UNESCO National Intangible Cultural Heritage List. They also experienced their influence in the development of Athienou's history through architecture. The group also talked with different female entrepreneurs and artists.

Through the discussion at the different stops, different SDGs were discussed, including (apart from SDG 5) SDGs 11 and 12.

Around 40 people coming from Athienou, Cyprus and abroad participated.





The Outcomes

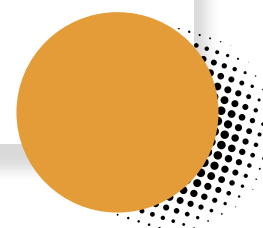
The action contributed to raising awareness about SDG 5 in general but also concerning the role of women specifically in the village of Athienou. Focusing on women helped the participants understand how important the role of women in society has been throughout the years and how gender inequalities lay almost in every aspect of life in society. Using photography was crucial in focusing on details and getting involved in the walk and the collective memory of it.

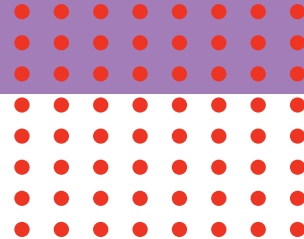
Tips for Others who would like to take a similar Action

- The facilitator should know a lot about the place where you organise the walk.
- The “walk” can be on foot or on bikes (combining, therefore, a more experiential way to experience sustainability).
- Easy hashtags should be used.
- Instagram is currently one of the best social media platforms for this.
- Groups should be of around 25 people in order to facilitate the movement around the area and create a quite intimate atmosphere, allowing participants to share their views/questions.
- A professional/knowledgeable photographer is an important asset but not necessary for the success of the action.
- Immediate online posting is important.
- It is important to use different spots to stop at, in order to generate discussions about different aspects of the topic and to reach the interest of as many participants as possible (architecture, painting, literature, entrepreneurship, history, politics, etc).
- Involving people from the area in real-time is important: direct contact with interesting people is stronger than just talking about them or their achievements/role in society.
- Reaching out to different ages and to both genders is important.

Testimonials

- “Interesting discussions were generated, including concerning pay gap and equality in the workplace.”
- “Many discussions took part in groups of only men or women; it is important to try to merge these groups.”





Fairkochen in Gratkorn (Austria)²⁴

Date: 17 October 2018

Organised by: Suedwind

SDGs addressed: 11, 12

No. of people engaged: 11

The context of the Action

Together with the local partners, Suedwind chose cooking as a way of communicating the SDGs because it is a simple hands-on activity, which also attracted young people who initially were not interested in development issues at all. Cooking offers a lot of starting points for discussion, e.g. waste of resources, regional farming and sustainable consumption. Furthermore, it gives young people a chance to become active right on the first day.

The Action

In the invitation of the youth centre ARENA, the local Gratkorn cookbook author Brigitte Rühl-Preitler cooked with the participants good, affordable and regional recipes from her book “Eating to life”. During the workshop, she also presented how sustainable shopping can be done just by applying the right shopping plan and how left-over meals from the previous day can be “upcycled” to another delicious meal so that it does not need to end up in the garbage.

Another focus was on ecological and regional ingredients and the advantages of regional and ecological farming both locally and globally. At the end of the workshop, the group ate together the dishes which they had prepared in the workshop. As a giveaway, each participant got a copy of the book “Eating to life” by Brigitte Rühl-Preitler.

The Outcomes

It was a hands-on activity which brought together young and older people from the same locality. It helped young people to get in contact with the SDGs without having to listen to a “boring” presentation. They became aware of the importance of ecological and regional production and the consequences of global food production (SDGs 11, 12). While eating together, young people also opened up to the older ones.

²⁴. In Austria, Fairkochen is pronounced in the same way as ‘verkochen’ which means to cook something from leftovers



Tips for Others who would like to take a similar Action

- The group should not be too big. The cook has to have enough time to get in contact with all participants, for cooking but also for discussing. Not more than 15 people per workshop are our recommendation. Make an effort to invite young and older people, this could be helpful too for the cook.
- Suedwind cooperated with a high school, which has a big and well-equipped kitchen for their cooking classes. Being able to utilize their professional facilities was very helpful for the action and can certainly be recommended.

Life in Harmony with Nature (Bulgaria)

Date: 15 August – 15 November 2018

Organised by: Community Centre in the Kurtovo Konare village

SDGs addressed: 11, 12

No. of people engaged: 300 representatives of the local community (children, students and youth) involved in trainings, workshops and information meetings.

Over 1000 guests at the Kurtovo Konare Fest - festival of peppers, tomatoes, traditional foods and crafts has been familiarized with the initiative too.

The context of the Action

This action offered itself as an opportunity to position the Community Centre as an active Civil Centre for sustainable local community development trough:

- Growing Community Centre contribution towards efficient and sustainable use of the natural resources of the village;
- Creating a successful local model for cooperation towards the implementation of the SDGs 11 and 12.

The Action

The action comprised of training seminars for students and youth on SDG 11 and SDG 12 and the information campaign “Life in Harmony with Nature”, which included theatrical performance, creative workshops, exhibitions, visibility and dissemination activities.



The following activities were implemented:

1. Five Information/ training seminars on SDG 11 and 12 with a total of 77 participants (students and youth);
2. Development of resource materials on SDG 11 and 12 for children from kindergartens and students from primary and secondary schools.
3. Organisation of information campaign “Living in Harmony with Nature”, incl.:
 - 7 presentation lessons conducted for students from 1st to 7th grade on the topic of sustainable consumption (separate waste collection, recycling, energy saving, etc.). With participation of 80 children from kindergartens and 160 students from primary school.
 - Learning performance for students from 1st and 2nd grade of primary school and the children of the “Children’s Paradise” kindergarten.
 - Two Creative workshops organised for handmade articles from recycled and natural materials like, working with corn husks and clay.
 - Inclusion of rock groups during the Kurtovo Konare Fest with thematic songs with an emphasis on the clean nature and the protection of the cultural and natural heritage of the local community.
 - Photo-jamboree organised with an exhibition of 14 photos prepared by young amateur photographers and presented during the Kurtovo Konare Fest 2018.
 - Exhibition of articles from recycled materials on the occasion of the International UN Day (October 24th).
 - Closing Campaign with a special meeting between grandparents and grandchildren in the Day of healthy eating (November 8th).
4. Visibility - media publications, final meeting, advertising bags.

The Outcomes

- Five training seminars on SDG 11 and 12 with 77 participants and 8 different activities were carried out within the Life in Harmony with Nature initiative;
- Two exhibitions organised and film produced both with participation of youth;
- 32 media publications and 100 cloth bags produced;
- Increased interest of the local community and especially of our youth towards seminars on SDG 11 and 12;
- Representatives of the local community acquired new knowledge and skills;
- Image of the Community Centre improved as an active Civil Centre;



- New partnerships created.

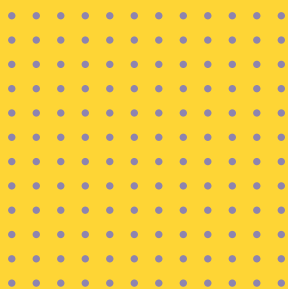
Tips for Others who would like to take a similar Action

- Living in harmony with nature means to keep nature and work to build sustainable local communities. In this sense, the theme can continually grow with new initiatives.

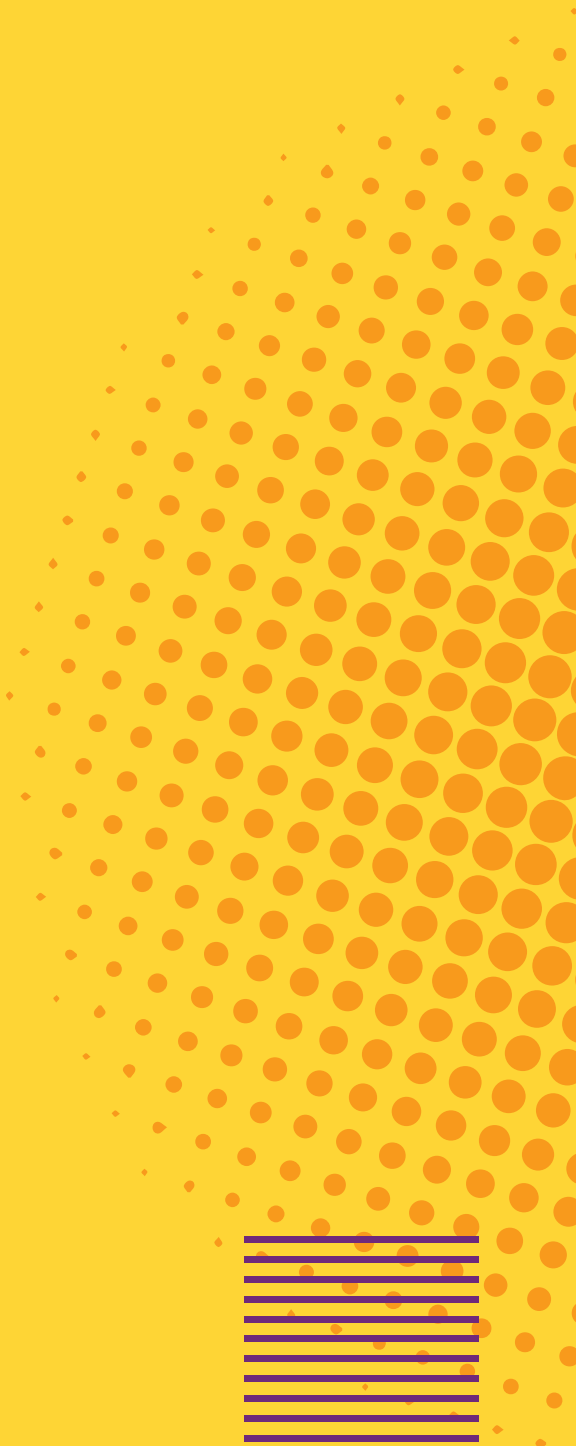
Testimonials

- “We want more green areas, more bins, landscaping of the schoolyard, conservation of the Varbinyaka / local forest /... ” - 6th grade students during one of the trainings;
- “Nature is our mother and we could not live without it. But every day, we pollute the soil with waste, every day we cut the forests and destroy the lawns to build new buildings without thinking that we are actually dividing with part of us. Every day we pollute the air with poisonous substances, and nobody thinks that it poisons us ...
- It isn't by chance that people have said that a person starts to value something when he has lost it ... ” - Milica Andonova /16 years old from Kurtovo Konare village;
- “Hope I can show one day to my children the nature of Kurtovo Konare!” - Petar Stoilov, 15 years old;
- Nature conservation is our mission, of the “Something colourful” rock band so we greet you with the “Want sun” song - I want sun /I want air, I want clean water and the smiles of our children!.... performed during the Kurtovo Konare Fest .. / - Angel Yanakiev – Mingera (frontman of the “Something colourful” rock band).





EVALUATION





In order to make the most out of any learning experience, it is important to take time to reflect on what was done and on what has been learned. Evaluations are part of the Global Learning Framework and generally enable us to acknowledge the learning in order to proceed to the next level or next learning experience. An evaluation also keeps you connected to the participants and their level of understanding, which will help you plan the next activities or better tailor the following workshop/ training sessions. Participants' feedback is valuable so that you can better plan and ensure that everyone will be able to make the most out of the activities.

It might be useful for you to include quick rounds of feedback as part of the discussion and debriefing of every activity and take some more time to evaluate the learning after having completed several activities – for example after a full workshop day, and of course at the end of a workshop and training (which would typically include several individual workshop/ training sessions).

Example 1:

Sit in a big circle and pass around an object - this could either be a rock, a stick or anything else that participants can hold in their hands while they speak before passing it on to the person next to them. The first participant is asked to say one thing that she/ he will keep from this activity (something that made a specific impression, or something surprising...). She/ he will then pass on the object to the next participant, who will share what she/he will keep from this activity, until everyone had a chance to speak.

Example 2:

Place a large number of photos/ post cards or other images on the floor. Ask participants to pick two pictures each – one representing something from the previous activity that made an impression on them, and one representing something they found difficult. Then ask participants to show their pictures and share their thoughts with the group. Discuss the difficulties briefly to ensure participants are not lost in terms of content, nor discouraged to continue with the next activity.

Example 3:

Hand out 3 speech bubbles (or alternatively post-it notes) and ask participants to share three different things: 1. Something that surprised them; 2. Something they learned; and 3. Something they would like more information on or study more.

Stick the answers in separate corners of the room or on separate flip charts so that all answers to point 1 are together etc. and ask participants to walk around and read other participants' comments.



Example 4:

Ask participants to stand up in the room and imagine a line across the room. You can either place a sign on each end of the imaginary line, or simply ask participants to imagine that one side says, "I agree" and the other end says, "I disagree". Explain that you will read a number of statements, and after each statement, participants place themselves on the imaginary line, according to how much they agree or disagree with the statement you read. After each statement, you can ask one or two volunteers to share their thoughts with you and then move on to the next statement.

Suggested statements, you can add to them to tailor them to your specific session/ theme:

- I have enjoyed this activity
- I found this activity quite difficult
- I now look at [insert topic or main issue of your activity/ workshop here] differently than before
- It is important to 'walk the talk' and implement the values that we want to promote, such as human rights, justice, respect, solidarity





GLOSSARY



Code of Conduct on Images and Messages: a framework that NGOs can refer to when designing and implementing their public communication strategy or when publishing photos and/or messages to help them maintain full respect for human dignity. It is based on a set of key principles that aim to ensure avoiding stereotypical or sensational images. Organisations subscribing to the Code of Conduct will strive to choose images and messages that represent the full complexity of a situation and commit to seeking permission of those people portrayed in the photos they use

Gender Equality: refers to equal rights, responsibilities and opportunities across all sectors of society for men and women regardless of their gender. It implies that interests, needs and priorities of both men and women are taken into consideration. Gender equality is a human rights issue as well as a precondition for and an indicator of sustainable, people-centred development.

Global Citizenship: refers to the concept that one's identity transcends, even as it respects, geographical and national borders, and that our social, political, environmental and economic actions occur in an interconnected world. We all have rights and responsibilities as global citizens towards our planet and towards its sustainable development.

Global Education: Global Education is a holistic, active learning process built on the values of solidarity, equality, justice, inclusion and cooperation that contributes to the eradication of poverty and the promotion of sustainable development. It is an 'education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship'. (Definition of the North South Centre or the Council of Europe)

Global Learning: see Global Education. Active learning process based on values of solidarity, equality, justice, inclusion and cooperation to critically explore and global issues and develop and understanding of one's own role and responsibility within the interconnected world.

Global North: a term used to describe High income countries in Europe and North America.





Global South: a term used to describe Low- and Middle-income countries in Africa, Asia, Latin America and the Caribbean.

Pop Culture: the current culture of youth. This culture is under constant change and subject to many different influences. Pop culture is transmitted via mass media (online and offline) and aimed particularly at young people.

Sustainable Development: development which meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable Development includes three dimensions: the environmental dimension; the social dimension and the economic dimension.

Sustainable Development Goals (SDGs): The Sustainable Development Goals are the Blueprint to achieve a better and more sustainable future for all. Agreed by world leaders during the UN Summit in 2015, they address the global challenges faced by this planet and its people, including those related to poverty, inequality, climate change, environmental degradation, peace and justice. The 17 Goals are all interconnected, and in order to leave no one behind, it is important that they are all achieved by 2030. The SDGs are global goals and are relevant to all countries.



Set of Street Art Photos



Photo credit: MexicoCity, Mexico, Vladislav Petkov



Photo credit: Madagascar, Helene Josephides

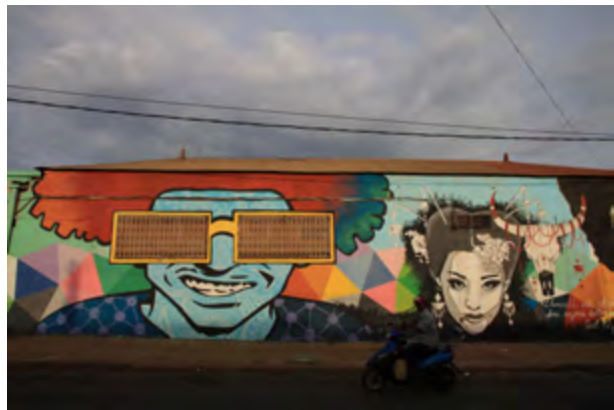


Photo credit: Madagascar, Helene Josephides



Photo credit: Athens, Greece, Helene Josephides



Photo credit: Nicosia, Cyprus, Kerstin WittigFerguson





Photo credit: Kampala, Uganda, Vladislav Petkov



Photo credit: Kampala, Uganda, Vladislav Petkov



Photo credit: Nicosia, Cyprus, Kerstin WittigFerguson



Photo credit: Lisbon, Portugal, Fatema Islam

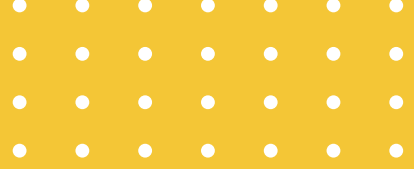


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The toolkit is developed for local organisations, structures, youth workers and teachers to teach global education to young people, using pop culture. It also offers learner-centred, participatory, dialogue-oriented and experiential methodologies, rooted in themes and forms of pop culture.

All the activities in this toolkit are designed in a very practical and engaging way. They are very creative and hands-on activities, based on different elements of pop culture with the aim to capture the interest and curiosity of young people. All activities' learning objectives relate to one or all three of the Sustainable Development Goals (SDGs 5, 11, 12) that are at the heart of the Global Education Goes Local project.

It would be most useful to use a variety of tools and activities from this toolkit, in order to engage participants and motivate them to take their own actions afterwards.



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