



**educ
arts!**

TOOLKIT FOR EDUCATORS

Human Rights education through
Arts, Culture and Creativity

Context

Toolkit para educadores es una herramienta complementaria a los dos documentos de EducArts! principales, entre los que se encuentran:

- Manual para educadores: Educar en derechos humanos a través del arte, la cultura y la creatividad.
- Logbook para estudiantes, cuaderno de actividades basadas en derechos humanos a través del arte, la cultura y la creatividad.

Recomendamos a todos los que estén en posesión de este documento realizar una lectura previa del manual para educadores para obtener una imagen general de lo que supone el proyecto, de las metodologías utilizadas y de los ArtScenarios disponibles con los respectivas experiencias piloto que los acompañan.

Si bien es cierto que el Logbook supone una oportunidad para transmitir estos conocimientos a pequeña escala y con personas individuales o grupos reducidos, esperamos que mediante este Toolkit todo el mundo pueda trasladar las experiencias piloto a sus aulas, pues en él se encuentra un amplio repertorio de recursos para profesores o educadores interesados en adaptar los ArtScenarios a sus contextos específicos en forma de sesiones, talleres o clases. También cuenta con una amplia gama de recomendaciones y guías derivadas de las experiencias personales de los involucrados en la impartición de los talleres piloto, las cuales, hopefully, ayudarán a los lectores a empoderarse frente al reto que supone llevar a la práctica la metodología EducArts!

Desde el equipo EducArts! os animamos a incorporar estos conocimientos y métodos a vuestros proyectos educativos independientemente del tipo de formación que realizáis o la edad o nivel del vuestro alumnado, y esperamos que este Toolkit sea de ayuda para adaptar los materiales a vuestros centros.

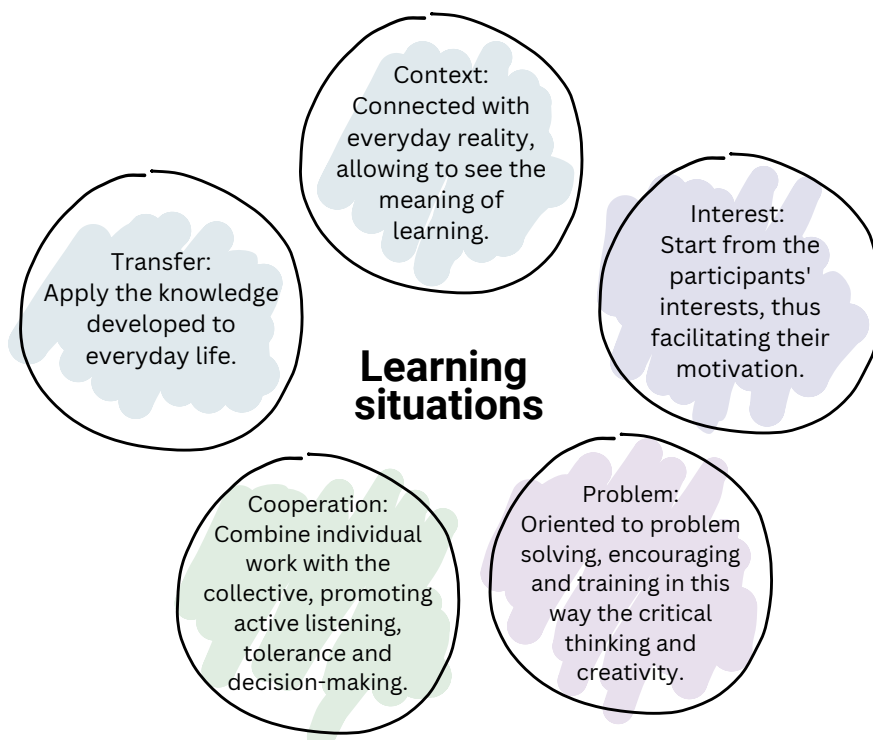


ArtScenarios

EducArts! has identified 7 possible types of ArtScenarios in the research carried out, although this is not intended to be exhaustive. In this methodology, an ArtScenario consists of a proposal which will imply the deployment by the learners of actions associated with key and specific competences, which contribute to learning development. This situation will include elements to consider, such as educator, learner, and subject matter, as well as teaching materials, equipment, and/or physical facilities. This is what EducArts! call ArtScenarios.

ArtScenarios involve various fields of action: observe, share, analyze, express, transform, design, and transcend. This allows the educator to work in a learning situation through a multitude of activities that relate rights and values to arts and creativity. It is the educator's choice how many learning situations to address (one or several) according to the educational objectives. In any case, each action must consider the three visions (values, creative and human-centered) to achieve results. Regardless of the selected learning situation, when working with the EducArts! methodology, the educator must put the students in the situation, for this it is recommended to make an introduction that consists of three steps, directly related to the EducArts! perspectives below described. The designed ArtScenarios are the following:

General Educational Guidelines



ArtScenario 1

Through artist's eye

1

Through artist's eye
Your material context

Context: Reflections with arts and creative practitioners, Art and culture for human rights.
Actions: Observe, explore.
Learning situations, possible applications: Intervention with objects, performance.

Approaches

Creative
Give new meaning to objects. Understanding the artist's gaze. Talk from a creative perspective

Human rights
Discovering the rights we have and do not see.

People in the center
Looking at our environment, at the objects around us.

Skills: Raising awareness, Critical and Abstract thinking, Strategic vision, visual literacy.
Competencies: Debate managing, solving through enquire, bottom-up approaches.
Definition: By using interviews both professionals and stakeholders from different conditions and fields reflect on how their performance within the Cultural and Creative Industries adds value to the promotion or denunciation of human rights.

En este ArtScenario se trata de dar una concepción global de lo que significan los derechos humanos a los alumnos a través de la visión de diferentes artistas. De esta manera, estos reflejan el potencial de la creación artística como método de transmisión de ideas y emociones y como herramienta de transformación social, para la promoción de los derechos de todos o para la denuncia de injusticias. Estas personas de referencia pueden expresar, mediante ejemplos propios o ajenos, cómo los derechos humanos y el arte han estado íntimamente ligados. Esto conduce inevitablemente a una serie de preguntas y respuestas entre el artista y los alumnos, los cuales deben ser invitados a debatir a expresar sus ideas y sentimientos con respecto a este tema. Si bien es cierto que en muchas ocasiones los debates abstractos pueden ser complicados para algunos públicos, en ejemplos concretos podrán participar para dar lugar a una reflexión grupal.

Tras esta serie de conferencias, poner en práctica lo aprendido sería lo ideal. Conducir y ayudar a los estudiantes hacia creaciones artísticas reivindicativas de cualquier tipo puede afianzar los conocimientos e implicar a los participantes. Recomendamos personalmente animar a todos los participantes de la sesión a intentar realizar cualquier tipo de performance o escultura, especialmente si se realizan en espacios propios, con objetos del entorno, con personas cercanas a ellos mismos, tratando de expresar ideas y sentimientos propios... Para de esta manera poner en valor los derechos que nos rodean o las injusticias a nuestro alrededor, con la intención en éste último caso de mejorar la situación.

ArtScenario 1

Through artist's eye

Resources/Inspiration:

What are the universal human rights?

<https://www.youtube.com/watch?v=nDgIVseTkuE>

Martin Scorsese on the Importance of Visual Literacy

<https://www.youtube.com/watch?v=I90ZluYvHic>

Compass: Manual for Human Rights Education with Young People

<https://www.coe.int/en/web/compass>

Composito - Manual on human rights education for children

https://www.animar-dl.pt/site/assets/files/2356/composito_en.pdf

Urban PrincipArt

<https://urbanparticipart.eu/>

Recursos <https://www.semaissemelhor.org/recursos/recursos-variados>

La Cultura, everyday human rights

<https://vimeo.com/lacultura>

Human Rights

<https://www.humanrights.com/>

Tips:

ArtScenario 2

Meeting value

2

Meeting value

From your community,
your people

Context: Listening to communities from the perspective of social value.

Actions: Sharing, social mediation.

Learning situations, possible applications: Photovoice, Street art with avatars of people.

Approaches

Creative

Community art, collective action.

Human rights

The rights of others, different and equal.

People in the center

Look at our community, at the people around us, with whom we share spaces and experiences.

Skills: Debate managing, Public speaking, Listening-understanding others.

Definition: Activity based on discovering our community or those around us, being able to put ourselves in others' shoes, thus immersing ourselves in their life and culture in order to understand them. Also, to reflect on the similarities and differences in order to raise awareness of the existing inequalities in rights.

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ArtScenario 2

Meeting value

Resources/Inspiration:

Community art

<https://www.tate.org.uk/art/art-terms/c/community-art>

Faro Experiences

<https://lacultora.com/experiencias-faro/>

Andy Warhol: Reigning Queens Complete Portfolio

<https://revolverwarholgallery.com/portfolio/reigning-queens-complete-portfolio/>

Andy Warhol: Mao

<https://www.artic.edu/artworks/47149/mao>

Art and culture for human rights - 8:14 to 13:49

<https://www.youtube.com/watch?v=tIQiHqSKRzU>

Camille A. Sutton-Brown (2014) Photovoice: A Methodological Guide,
Photography and Culture, 7:2, 169-185, DOI: 10.2752/175145214X13999922103165

NSN997: Participative methods

<https://www.nsn997.it/partecipativoes/>

ArtScenario 3

Digital is a place

3

Digital is a place

Your screen, the interfaces

Context: Participatory and digital design to solve local needs.

Actions: Analyze, Digital Narratives.

Learning situations, possible applications: Diseño, Intervención en redes sociales, Videojuegos, Fotografía, Cine

Approaches

Creative

Visual narratives, cinema.
Digital dystopias.

Human rights

The distortion of rights.

People in the center

Get to know the interfaces
we wear, the worlds we
walk through.

Skills: Critical culture, Artistic production, Emotional expression, Story-telling

Definition: Activity exploring the impact of screens and technological media in creative applications as a form of expression in everyday life and their use for or against human rights.

ArtScenario 3

Digital is a place

Resources/Inspiration:

Digitart

<https://contextos.org.pt/o-que-fazemos/digitart/>

Digital Storytelling for Social Impact

<https://www.rockefellerfoundation.org/blog/digital-storytelling-social-impact/>

Flint is a place

<http://flintisaplace.com/1855>

Guide to forum theatre

https://issuu.com/kanikakaul/docs/forum_theatre_guide

Storybird

<https://storybird.com/>

Henningsen, B. S., Ørngreen, R., & Lohmann, N. (2019). Digital Storytelling in a youth and SoMe perspective—experiences from the project “Stories from the North”.

In Proceedings of the International Digital Storytelling Conference DST 2018 [21-23/09/2018]: Current Trends in Digital Storytelling: Research & Practices (pp. 196-201). National and Kapodistrian University of Athens.

ArtScenario 4

Talk ideas

4

Talk ideas

Your words

Context: Public podium: elevating the social role of civil society. Driving Change.

Actions: Expressing, public speaking.

Learning situations, possible applications:

Approaches

Creative

Theatre, characters, storytelling.

Human rights

Visibilising needs, democratic values and freedom of expression.

People in the center

Convey ideas, experiences, concerns. To elevate speeches.

Skills: Body language and expression, Story-telling.

Definition: Use of the performing arts to involve students in activities for the expression of rights or the protesting of injustices in order to achieve group reflections in which conclusions are reached through corporality.

ArtScenario 4

Talk ideas

Resources/Inspiration:

Adhocracy

<https://adhocracy.plus/>

Our city, our home: Eleven essays against the forces of displacement in european cities

<https://mediactivism.eu/blog/our-city-our-home-eleven-essays-against-the-forces-of-displacement-in-european-cities>

Build the city: How people are changing their cities

https://issuu.com/eutopian.org/docs/build_the_city_mag

Co-making the city: Ideas from the innovative city development meeting

<https://culturalfoundation.eu/wp-content/uploads/2022/06/Co%E2%80%93makingthecityReport.pdf>

Commons. Between dreams and reality.

<https://culturalfoundation.eu/wp-content/uploads/2021/03/Commons.-From-Dream-to-Reality.pdf>

Hold your local hackaton on social rights

<https://gef.eu/publication/hackathon-social-rights-guide/>

Urban ParticipArt: Toolkit for Urban Youth

<http://urbanparticipart.eu/>

ArtScenario 5

Melt your fears

5

Melt your fears

Your insights

Context: Active listening to society, processing the "discourses of anger" through the actions of artists. Wutbox.

Actions: Transform, mediation.

Learning situations, possible applications: Dance.

Approaches

Creative

Reverse energy, activate intuition, the subconscious, improvisation.

Human rights

Lack of understanding of the rights of others, empathy for the rights of others, empathy for the rights of others.

People in the center

Your screen, the interfaces. Get to know the interfaces we wear, the worlds we walk through.

Skills: Expressing emotions, creating and building through destruction, transformation.
Definition: In this activity, negative attitudes, symbols or ideas are transformed into positive ones through the use of various creative techniques. Negative and harmful personal and external questions are addressed for further transformation.

ArtScenario 5

Melt your fears

Resources/Inspiration:

Die Wutbox

<https://www.xpe.at/wutbox/?state=menu>

Human race, human dance. Akhram Khan

https://www.akramkhancompany.net/wp-content/uploads/2016/11/Human-Race_Human-Dance.pdf

Rimini protokoll

<https://www.rimini-protokoll.de/website/en/project/evros-walk-water-1-2>

The GAP by Ira Glass

<https://vimeo.com/85040589>

John Cage: Water Walk (1960)

<https://www.youtube.com/watch?v=-koTMW95NZs>

Don't chase happiness. Become antifragile

https://www.youtube.com/watch?v=e-or_D-qNqM

Coping skills, mindfull break, art therapy, the wheel of choice, a mindful s.n.a.c.k

ArtScenario 6

Utopia and dystopia

6

Utopia and dystopia

Your future

Context: Designing co-created future scenarios to narrate ideas and fears about the future. The future is a dilemma.

Actions: Design, co-creation, creativity.

Learning situations, possible applications: Utopian architecture, design your spaces.

Approaches

Creative

Designing utopias, scenarios, dreams.

Human rights

The preservation of rights, the evolution of these rights.

People in the center

Imagine our ideal future.

Skills: Imagination, expression of desires.

Definition: Activity in which students are led to imagine possible future societies with the aim of modifying the negative aspects of the present and incorporating the positive ones, trying to bring students closer to the ideal of society, with the goal of pursuing it.

ArtScenario 6

Utopia and dystopia

Recursos:

ArtScenario 7

Sharing to integrate

7

Sharing to integrate
What you see

Context: Making a case for whistleblowing by asking questions, moral courage.
Actions: Transcending, empathizing, vision of the other.
Learning situations, possible applications: Photovoice, Building a story.

Approaches

Creative
The images we receive, art as social protest.

Human rights
Passivity in the face of rights violations.

People in the center
To look beyond what each of us is. To look at others, to understand the images of denunciation.

Skills: Social denunciation, alternative view, empathy,
Definition: Social denunciation of the passivity or ignorance in various strata of society in the face of inequalities or human rights violations. Exploration of the external, beyond one's own, for the mobilization of active and committed attitudes.

ArtScenario 7

Sharing to integrate

Recursos: