

# Good Practices

Madrid/Faro/Vienna

**educ  
arts!**



Co-funded by  
the European Union

The project "EducArts!" is co-financed by the Erasmus+ program of the European Union. The content of this publication is the sole responsibility of the author and neither the European Commission nor the Spanish Service for the Internationalization of Education (SEPIE) are responsible for the use that can be made from the information published here.



## Your ideal world

ArtScENARIO Madrid

Focus group: Los Castillos Secondary School, located in the town of Alcorcón (Madrid)

## Good practice description

### OBJECT

The objective of this activity is to reflect the participants about their ideal future, make it reflect on a utopian scenario in which human rights are preserved, dreams are fulfilled and people live in total harmony with the surrounding environment.

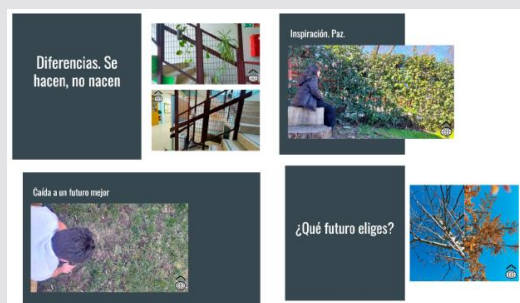
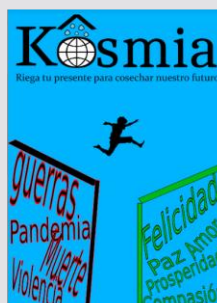
### OBJECTIVE/S

Provoke debate among participants. It is intended that participants share their vision of an ideal world and analyze the differences. Not all people have the same vision of what an ideal world is and you have to learn to put on the skin of others to understand their point of view. It is also an objective of this practice to know the fine line that exists between a utopian and dystopian world, when, for example, an individual intends to impose his idea of "ideal world" on the rest.

### DEPLOYMENT

1. Ask people in the environment what their ideal world would be like
2. Reflect on your vision of an ideal world
3. Share the reflections with the rest of the group and draw conclusions on the different points of view
4. Design an ideal world that, as far as possible, includes the ideals of all participants.
5. Represent what a day would be like in that ideal world.

### RESULTS



# Empathy

ArtScenario Madrid

Focus group: TAI University School of Art, Madrid

## Good practice description

### OBJECT

The object of this good practice is to work on empathy, using different artistic expressions to analyze their background and understand what the artist wants to convey. Being aware of how over time, art has been and will be one of the most powerful tools we have to value human rights.

### OBJECTIVE/S

To arouse the interest of the participants in seeking the transcendence of artistic expressions, the activity aims for the student to understand what the artist wants to convey, so that he does not remain on the surface, that he puts himself in the shoes of the other. The objective of the activity is for participants to experience art in order to open up to others, to connect with the group, fostering an empathetic and generous behavior that allows them to consider different points of view and perspectives, delve below the surface to discover complexities and draw conclusions.

### DEPLOYMENT

1. The participants are divided between "actors" and "photographers".
2. In the first part, the actors must stage a "silent" story around a concept of empathy so that the photographers take photos according to what they understand of the performance.
3. In a second part, the actors previously tell the photographers the story they are going to stage, now the photographers take photos considering the intentions of the actors.
4. In a third part, the story is photographed again, but now the photographers direct the actors in their movements to correctly tell the story through the images.
5. Finally, educators and students share impressions and discuss how an image can change the perspective of reality, how an artist can change the meaning of an event depending on the perspective from which it is narrated or filmed.

### RESULTS



## Poster

ArtScenario Faro

Focus group: Escola Secundária Tomás Cabreira, Faro

## Good practice description

### OBJECT

A poster is a way to communicate and get attention. Used properly, posters can catch people's eyes and introduce them to a product or service, a message they would not have known about otherwise. This powerful ability to stick in people's minds.

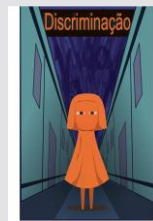
### OBJECTIVE/S

This method will make people to pay attention to certain things are advertised in their everyday lives. Such as: they may be walking past or bored at the bus stop, but once they have paid attention to the poster then they're engaging with their surroundings.

### DEPLOYMENT

Before giving a task to make a poster, it is better to have a session about Human Rights and European values. Starting asking what are human rights and write them down on the black board or flipchart. Secondly, would be good to find out why Human Rights are important to know to every human. To show the facts/history video: [https://www.youtube.com/watch?v=6XXGF\\_V8\\_7M](https://www.youtube.com/watch?v=6XXGF_V8_7M)  
After that, facilitator can explain the power of poster and explain how is supposed to be done. How to make a poster: <https://www.anl.gov/education/guide-to-effective-poster-design>  
<http://www.posterposter.org/10-tips-creat-perfect-poster/>

## RESULTS



## Art

ArtScenario Faro

Focus group: Escola Secundária Tomás Cabreira, Faro

## Good practice description

### OBJECT

Human rights can facilitate the creation of spaces for artists and art to engage and flourish, through recognition and protection of the right to be creative, unpredictable, confronting, subversive, beautiful and ugly. Human rights provide the protection needed to break out of dogma, opening up possibilities for new thinking, which are often foregrounded in art. Much of the human rights agenda is directed at bridging attitudinal disparities, such as prejudices based on race, religion, gender, age, nationality, culture and identity. Art can help to overcome those barriers, by bringing a counter-discourse, contesting privileged narratives and perspectives.

### OBJECTIVE/S

To provoke discussion in society. Artistic creations may have multiple meanings, some of which may not even be the meaning the artist intended to convey. An artist cannot control the various meanings ultimately attributed by their audience. Whether ambiguous or not, art attracts (dis-)proportionate amounts of controversy. Controversy is not itself a bad thing, as it provokes discussion in society.

### DEPLOYMENT

Before giving a task to make a poster, it is better to have a session about Human Rights and European values. Starting asking what are human rights and write them down on the black board or flipchart. Secondly, would be good to find out why Human Rights are important to know to every human. To show the facts/history video: [https://www.youtube.com/watch?v=6XXGF\\_V8\\_7M](https://www.youtube.com/watch?v=6XXGF_V8_7M)  
After that, facilitator can explain the power of art with giving examples: <https://www.humanrightscareers.com/issues/human-rights-paintings/>

### RESULTS





## Linking poems

ArtScenario Vienna

Focus group: Linz, Upper Austria

## Good practice description

### OBJECT

Poems can be used to deal with different topics in a creative way. It can express hopes, fears and also personal attitudes towards a topic in an individual and emotional way.

### OBJECTIVE/S

Writing poems with young people or other participants is not always dependent on good writing skills. Using a good methodology and framework, poems can also be used and empower people with disadvantages in writing and reading. One way is the method of letting poems be "linked" by participants.

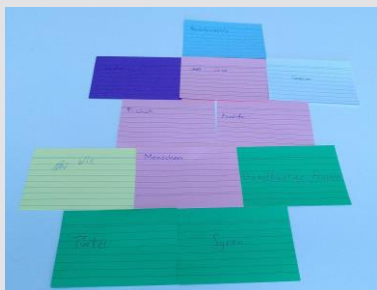
### DEPLOYMENT

1. Preparation is important using this method. First you need to decide on one concrete topic or issue you want to work on. Then you need to create a set of potential parts of different sentences, words or parts of one sentence dealing with the topic and prepare moderation cards with these sentences or words written on it. Use only one moderation card for one sentence or word each.

If you choose to write poems about human rights you can for example prepare moderation cards with words like "minority", "powerful", "dictatorship", "art", "everybody", "freedom", etc.

2. The task for the participants in the workshop then will be to think of the chosen topic and to create a poem out of the words or sentences of the prepared moderation cards. Words or sentences that are missing can be written on blank moderation cards by the participants.

### RESULTS



## Departing to a new land

ArtScenario Vienna

Focus group: Linz, Upper Austria

## Good practice description

### OBJECT

Storytelling is one very good way, to teach essential things or ideas to participants. Using methods of storytelling for one issue can create more attention than to tell people the pure idea or the pure facts itself.

### OBJECTIVE/S

The method of "Flying to a new land" is one classic in human rights education. The story here is referring to the indivisibility of human rights, being shown in a story, where the participants imagine to depart for a new land having different things in their backpack and they are forced to lose them step by step on their way. Here it is used in a brief and more creative way.

### DEPLOYMENT

1. Read through the instructions via the following link, so that you can get the general idea of the method on page 149: <https://theewc.org/resources/compasito-manual-on-human-rights-education-for-children/> (english versión)
2. Now you can shorten the method by creating an own handout (see page 152) by using only 10 items maximum. Make sure, you have 5 human rights defined as items. Then write those items on moderation cards and make copies of it, for each group (3-5 persons) you want to use it for.
3. Before starting the story, you can give the participants an extra task: They can name 5 to 10 words, that need to be part of the story, that you will read out to them in the next step.
4. Create a story, with those 5 to 10 words, where you force the participants in the groups, to lose most of their items on the moderation cards while "Departing for new land".

### RESULTS

Maybe you need a little practice in using this method. You can try out to create a story, that makes sense for this method, using the following 5 words, that young people told us in our art scenarios:

1. Desert
2. Nuclear power plant
3. Fridays for Future
4. Vladimir Putin
5. Christmas Cookies