



**educ
arts!**

TOOLKIT FOR EDUCATORS

**Human Rights education through
Arts, Culture and Creativity**

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Context

Toolkit for educators is a complementary tool to the two main EducArts! documents, which include:

- Manual for educators: Educating on human rights through art, culture and creativity.
- Logbook for students, a student workbook of activities based on human rights through art, culture and creativity.

We recommend that all of those who are in possession of this document read the manual for educators first in order to get a general idea of what the project entails, the methodologies used and the ArtScenarios available with the corresponding pilot experiences that accompany them.

While the Logbook is an opportunity to transfer this knowledge on a small scale and with individuals or small groups, we hope that through this Toolkit everyone will be able to transfer the pilot experiences to their classrooms, as it contains a wide repertoire of resources for teachers or educators interested in adapting the ArtScenarios to their specific contexts in the shape of sessions, workshops or classes. It also contains a wide range of recommendations and guidelines derived from the personal experiences of those involved in the implementation of the pilot workshops, which, hopefully, will help readers to empower themselves to face the challenge of putting the EducArts! methodology into practice.

The EducArts! team encourages you to incorporate this knowledge and methods into your educational projects regardless of the type of training you carry out or the age or level of your students, and we hope that this Toolkit will be helpful for the adaptation of the materials to your centres.



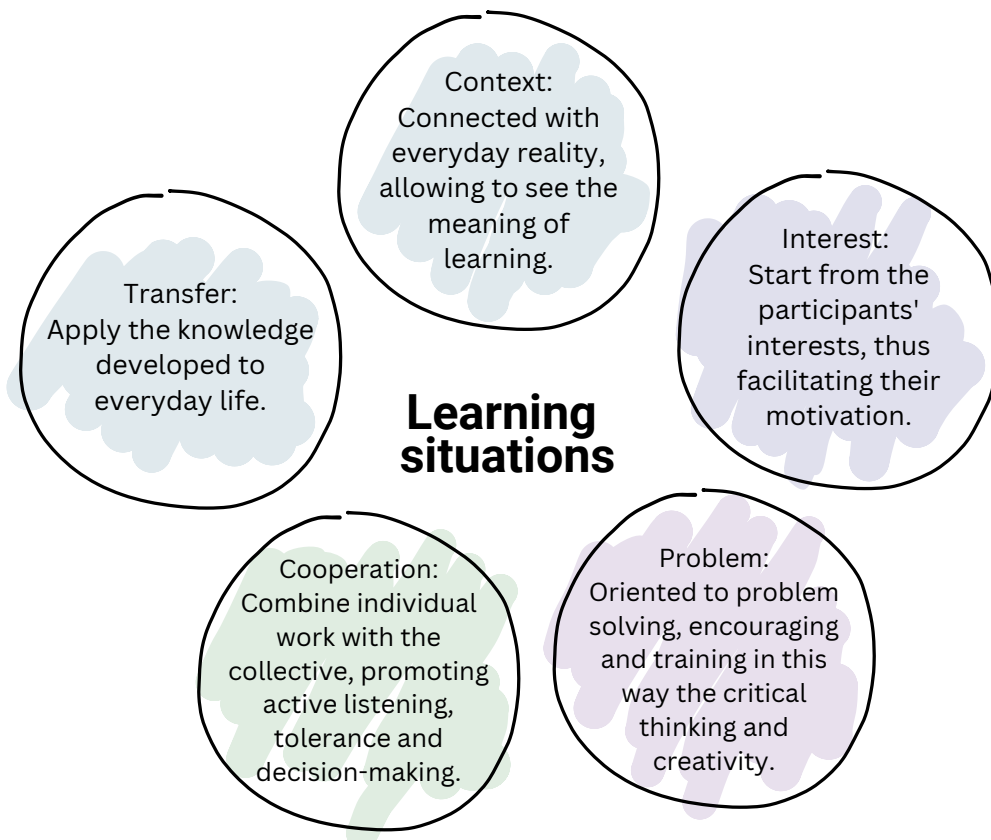
ArtScenarios

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

1. Ensure educational inclusion for everyone.
2. Always encourage participation.
3. Be aware of the power dynamics on the group, trying to minimize them.
4. The student must be at the center of their own learning at all times.
5. Work with the student's interests and goals.
6. Make sure respect is a key element on the workshop, at all times and for everyone.
7. Try to work with external agents of the context: Organizations, professionals...
8. Design your own learning scenario based on the observed needs.
9. Adapt the workshop to the elements shown below.
10. Try to share and spread the results to your colleagues or brother organizations.



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.

The aim of this ArtScenario is to give pupils a global conception of what human rights mean through the vision of different artists. In this way, they reflect on the potential of artistic creation as a method of conveying ideas and emotions and as a tool for social transformation, for promoting the rights of all or for denouncing injustice. These reference individuals can express, through their own or other people's examples, how human rights and art have been intimately linked. This will inevitably lead to a series of questions and answers between the artist and the pupils, who should be invited to discuss and express their thoughts and feelings on the subject. While it is true that abstract debates can often be difficult for some audiences, in concrete examples they everyone will be able to participate in order to generate a group reflection.

After this series of lectures, putting what they have learned into practice would be ideal. Leading and assisting the students towards protest art creations of any kind can reinforce the knowledge and engage the participants. We personally recommend encouraging all the participants in the session to try to make any kind of performance or sculpture, especially if they are made in their own spaces, with objects from the environment, with people close to them, trying to express their own ideas and feelings... In order to highlight the rights that surround us or the injustices around us, with the intention of improving the situation.

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>

Compasito - Manual on human rights education for children

https://www.animar-dl.pt/site/assets/files/2356/compasito_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/>

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.

This ArtScenario is about framing human rights in the life of each and every one of the participants and in a specific context. The artistic pieces produced can be photographs, interviews, videos, paintings or murals... And the main value is to involve the community in the respect for human rights or to denounce injustices. The sessions of this ArtScenario are aimed at structuring actions in the community and with the community and to present the results to the rest of the group. For this reason, it is recommended for participants to belong to the same context, although it is not essential.

One of the actions proposed by the EducArts! team was, through video interviews, to find out the human rights and the lack of them that people of different ages, cultures, ethnicities, religions and sexualities found in their specific context. It was interesting to observe the differences and to elaborate a video summary with the most controversial or outstanding opinions. In this case, we achieved a human rights research focused on a specific location, and the citizen participation was individual to achieve a group result. In higher education, for example, this local context is diffuse, as the origins of the students make it impossible to obtain a scan of a specific location, but on the other hand, the differences in human rights in very different contexts can be observed, which leads to interesting reflections and positive group conclusions.

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.

This activity can explore the impact of new technologies, which, if used correctly, can value and promote human rights. At the same time, when used incorrectly, they can harm the rights and freedoms of individuals. This is an important concept because in recent years the growth of technology has been indiscriminate, which has led to a significant increase in the problems associated with it, such as phishing, violation of personal image, cyber-buying, sexual harassment, etc.

We should ask participants about their daily use of these technologies, and whether they know of any cases of their own or close ones in which their use of technologies has improved or worsened the rights of any person. To do so, we should talk about advertising, social networks, propaganda, consumerism...

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.

In this activity, participants are encouraged to carry out a group activity, with their peers or external agents of the school, in the shape of a performance, in which they make human rights visible or denounce injustices. The themes chosen can be free or concrete, depending on the intentionality of the educator and the educational needs observed. Especially with students of a higher intellectual level or age, it is recommended to leave the topic free to choose, as this way they can focus on topics that really interest them. They can work with objects such as clothes, materials, technologies, food, etc.... They can also work with other elements such as noise, light, temperature, water or fire, feelings...

This activity is based above all on the free expression of the students, so being open with regard to the learning outcomes is fundamental. The importance of generating a debate with the work, of expressing ideas and feelings should be raised with the pupils. Artistic outcomes should convey the need for change in the future or to value what we have in the present, so the discourse used should be careful and respectful.

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.

In this ArtScenario, the narrative component is key. The main theme is hate and the positive transformation of hate, and therefore it must be handled carefully with the participants, taking care of the well-being of all of them, as it can be highly emotional. The idea is to reach group conclusions about the absence of human rights through writing, drama or poetry, the result of deep and individual reflection. The emotional component is key, as it is through hate or frustration that beauty can be found.

Complementarily, paintings, murals, sculptures, performances... Can also be created, in which the students' inner rage can be unleashed and transformed into positive desires for the future. In one of the activities carried out in the project, words or phrases with a highly negative value were chosen, which were then used as inspiration for poetic works. This can be adapted to various arts and contexts, always adapting the seriousness of the chosen themes to the age group and the level of the pupils. Again, we must convey creative freedom, especially with older people, so that they are free to express what they feel without feeling constrained. With younger learners it is advisable to choose a desired artistic outcome, otherwise they may feel lost or overwhelmed by the challenge.

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.

Utopia and dystopia tries to make students reflect on possible futures. It places them in the current conditions in order to propose objectives to be met by humanity, with the aim of creating a debate in which measures are drawn up to achieve these goals. New technologies, sustainability, coexistence, health, public policies, values of respect and equality, education... are often mentioned. These are major fundamental issues on which there is currently no full agreement. Agreements must be reached between the participants in which a middle point is established between all the positions, no matter how opposing they may seem at first.

Photography (aspects of the present that we want to preserve or discard), graphic design (design of cities, parks, everyday situations, public services), sculpture (natural or urban, with positive or negative approaches) and even the creation and editing of videos (short films, advertising) are some of the possibilities linked to utopia and dystopia.

It is a perfect scenario for suggesting changes and measures for the immediate context, as these approaches can give rise to service-learning actions in collaboration with entities or individuals that can help to improve the situation with a focus on the utopia that must be pursued.

ArtScenario 6

Utopia and dystopia

Resources/Inspiration:

Steal like an artist

<https://www.youtube.com/watch?v=oww7oB9rjgw>

How to monetize your creativity

https://www.youtube.com/watch?v=3jFa-kLB_cQ&t=918s

Pollutions of the water, Remedios Varo (painting)

John Clesse "Creativity: A short and cheerful guide"

<https://www.goodreads.com/en/book/show/50719532>

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.

This ArtScenario plays with the construction of reality through objects, values, emotions... To work on it, two main methodologies can be used:

- 1) Storytelling, in which a number of elements are selected to create artistic works of any kind based on them. This selection can be carried out by the facilitator, by the students, by people from the environment... And both the elements and the story must be based on respect for human rights or the denunciation of injustice.
- 2) Photovoice, through which the desires or objectives of different communities can be expressed through photography. The creative freedom in this methodology is very convenient because in this way, similar themes, shared stories, common objectives, etc. can emerge among the participants. It is therefore necessary to facilitate communication between participants or groups.

ArtScenario 7

Sharing to integrate

Resources/Inspiration:

2022 Pulitzer prize winning images

Sutton-Brown, C. A. (2014). Photovoice: A methodological guide. Photography and Culture, 7(2), 169-185.

The public eye

<https://www.youtube.com/watch?v=fq3cjZPwjCg>

Experiencia de una persona con TDAH

<https://www.youtube.com/watch?v=IDN9FyILDN8>

What is Learning Disability?

<https://www.youtube.com/watch?v=oBW5L1oySVU>

Moop mama - Meermenschen

https://www.youtube.com/watch?v=5dIAPLV_iT0

Seenot - Politische Bildung to go!

https://www.youtube.com/watch?v=YfVrp9_nYK4

The feel wheel

Is it in my control?

5-4-3-2-1 Journal exercise "What is around us?"