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ARTivism

for a
sustainable planet

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Practical Guide to Non-Formal, Intercultural, and Creative Learning Activities

Introduction

Welcome!

This booklet stems from the experience of the ARTivism for a Sustainable Planet project, an Erasmus+ initiative involving young people from Italy, Spain, Portugal, Slovenia, and the Czech Republic.

The project aimed to raise awareness among young people about **social inclusion and climate change** by using **art as a tool for communication and activism**. It offered participants the opportunity to learn through non-formal methods, intercultural activities, and creative workshops, fostering an international exchange and collaboration space.

This booklet compiles all the activities conducted during the project, providing a practical guide for replicating them in other contexts. We hope these activities inspire new initiatives to promote social and environmental change.

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The activities were carried out in the order in which they are found in this booklet, to ensure increasing and equal knowledge and awareness for all participants.

Reflection Questions

- Which answers surprised you the most?
- How did you feel sharing personal experiences?
- What did you learn about others' privileges and challenges?

Project Partners

- Ass. Cul. Giovanni Iddocca (Italy)
- Boomerang Effect (Portugal)
- Waste Into Treasure (Slovenia)
- Associacio Cultura Creativa (Spain)
- Involved Youth (Czech Republic)

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Discovering Social Inclusion



Type: Oppressed Theatre

Materials Needed:

Scenario or simple costumes (optional)

Duration: 45-60 minutes

Participants: 12-30

Space: Indoors or outdoors with enough room for participants to move freely.

Description

Select volunteers to act out the situation while the rest of the group observes. Provide the actors with a brief explanation of the scenario and allow 5 minutes for them to plan and set the scene. Once the performance ends, the facilitator invites the audience to suggest changes to address the injustice portrayed. The actors then replay the scene, incorporating these suggestions. This process is repeated until a satisfactory resolution promoting social inclusion is achieved.

Learning Objectives

- Gain insight into social power dynamics and the concept of oppression.
- Develop critical thinking, teamwork, and creative problem-solving through interactive performance.
- Foster empathy, build confidence in addressing social issues, and cultivate an inclusive mindset.
- Act to make a change

Reflection Questions

- How did stepping into your role make you feel?
- What did you learn about oppression and inclusion from this activity?
- How might you use what you've learned in real-life situations?

Feedback and Tips

- Before starting, provide a theatre energizer
 - Provide clear and relatable scenarios to ensure participants understand their roles and context.
 - Create a safe and respectful environment for participants to explore sensitive topics.
 - Allow ample time for group reflection to deepen learning and connect the activity to real-world issues.
- Adapt scenarios to suit the cultural and social background of the participants for maximum impact.

Discovering Social Inclusion Scenarios Ideas



Classroom with a Blind Student

Theme: Discrimination and bullying toward disabilities.

Scenario: A blind student in class is ignored or mocked by the teacher, who considers them a burden. The classmates, influenced by the teacher's attitude, start teasing the student.

Sports Team and Gender Discrimination

Theme: Gender stereotypes and inequality.

Scenario: A girl is excluded from a male soccer team because she is deemed "not strong enough." The coach and some team members ignore or ridicule her attempt to join.

Restaurant with a Foreign Customer

Theme: Xenophobia and microaggressions.

Scenario: A foreign customer enters a restaurant and is given less attention compared to other patrons. Waiters and local customers make discriminatory remarks.

Job Interview with Discrimination Against an LGBTQ+ Candidate

Theme: Prejudice against sexual orientation and gender identity.

Scenario: During a job interview, the candidate is made uncomfortable by irrelevant personal questions. The interviewer hints that the work environment might "not be suitable" for them.

A Homeless Person in the Square

Theme: Social marginalization and poverty.

Scenario: A homeless person asks for help in a busy square but is ignored or treated poorly by passersby and shopkeepers. Some people complain about their presence.

Workplace Meeting with Gender Disparities

Theme: Sexism and gender inequality in the workplace.

Scenario: During a meeting, the suggestions of a female colleague are ignored or dismissed, while those of male colleagues receive immediate attention and support.

Friends and Cultural Bias

Theme: Cultural biases and misunderstandings.

Scenario: A group of friends organizes a dinner but excludes a member of foreign origin because "they don't appreciate local food." Casual comments reveal stereotypical attitudes.

Game of privilege



Type: Couple interview

Materials Needed:
Question list

Duration: 60 minutes

Participants: 12-30

Space: Indoors or outdoors.

Description

In pairs, participants interview each other using a **question list**. Each pair has 10 minutes (5 min. for each), then switches partners. The questions explore personal experiences related to privilege, oppression, and inclusion.

Learning Objectives

- Increase awareness of diverse forms of privilege and oppression;
- Develop active listening and empathetic communication skills;
- Reflect on personal and shared experiences.

Reflection Questions

- Which answers surprised you the most?
- How did you feel sharing personal experiences?
- What did you learn about others' privileges and challenges?

Feedback and Tips

- Create a safe and respectful environment for sharing;
- Provide example answers to break the ice;
- Conclude with a group discussion to summarize key insights.

Game of privilege

Question list



- What are some examples of privileges you have experienced in your life?

- Can you share a moment when you realized you had a privilege compared to others?

- Have you ever experienced oppression or discrimination based on an aspect of your identity?

- How have these experiences of oppression influenced your life and your self-perception?

- Are you aware of the privileges you have in certain situations?

- What do you do to recognize and address your privileges?

- How do your privileges influence your relationships and daily interactions?

- Have you ever seen your privileges affect your life or career opportunities?

- What were the most significant or surprising moments of the interviews?

- What have you learned from your interview partners about their privileges and experiences of oppression?

- What can we do as a group to address disparities in privileges in our community or in society at large?

- How can we use our experiences and awareness to promote equity and social justice?

Climate Justice Parata



Type: Role Play

Materials Needed:
Character cards, Parata's history

Duration: 90 minutes

Participants: 12-25

Space: Outdoors or a spacious room

Description

Participants receive a character card and align horizontally. A facilitator read the Parata's history and then poses questions. Participants step forward if they identify with the scenario in their role. Reflection follows, discussing who remained behind and why.

Learning Objectives

- Understand privilege and social inequality dynamics;
- Reflect on climate emergency impacts on vulnerable communities;
- Develop empathy and the ability to relate to diverse contexts.

Reflection Questions

- How did you feel in your role?
- What did you learn about equity and privilege in society?
- What actions can reduce the inequalities you observed?

Feedback and Tips

- Ensure everyone understands their role clearly;
- Adapt questions to the cultural context of the group;
- Give them 3 min to getting into character
- Dedicate time to the final reflection to deepen connections with real-world issues.

Climate Justice Parata Parata's history



Parata is a small country. Indigenous people have established an advanced civilization in the 14th century thanks to the fertile agricultural lands, maritime activities and mining. However, with its “discovery” by Europeans, the people of Parata lost their freedom and their civilizations were plundered and they became a British colony.

After India declared its independence from the UK as a result of a long struggle, the anti-imperialist winds blew through Latin America, Africa, and eventually Parata gained its independence. Parata, which has a tense relationship with the Western Block until the end of the Cold War, began its oil extraction activities in 1992 when it discovered the crude oil deposits within the continental shelf. After the Cold War, Parata quickly moved to a market economy from a closed economic model, and in 2019, it held 12% of the remaining world oil reserves.

Subsidies given to oil companies by the central government increased the power of the fossil fuel industries in the country. Oil rich reserves located in southern shores of Parata have been drilled, causing environmental problems in South Parata. People living in fisher towns are having difficulties reaching their fish resources. While South Parata becomes more and more fragile, many leading entrepreneurs live in the capital San-Parata located in the North and invest in infrastructure and urban renewal projects in the capital. San-Parata appears as the shining star of Parata that symbolizes the “economic development” of the country.

Parata is currently a majority Christian country with a small religious minority. Most people retain some indigenous heritage, but most people cannot trace their ancestors back very far. There is a small indigenous population still living in traditional ways.

What happened to Parata Historical background

Climate Justice Parata

Character cards



You're the president of oil company inherited from your family. You are wealthy, come from British background, and live in the capital city, San-Parata.

You're a worker in a fast-food chain in the capital San-Parata. You cannot afford rent in the city, so you commute to your job. You come from indigenous background.

You are a peasant woman with 3 children. You live in a fishing village in a small hut. You help pull the nets in for a basic wage.

You are a Haitian refugee with two children who came illegally into the capital San-Parata. You live with ten others in a small apartment. You do odd jobs to make ends meet.

You're a middle-aged disabled person living in the capital San-Parata with a modest income. You do not travel much because of your disability, but you enjoy some nights at the theater with your family. Your family is of mixed background (indigenous, British, various new immigrants).

You are a 94-year-old chaplain from the capital living in the South. You live on a very modest government stipend. Your family is of mixed background (indigenous, British, various new immigrants).

You are a rich Englishman with only one child who exports tar sands abroad. You have two homes in the capital city, San-Parata and a home in Europe when you travel.

You're a 27-year-old woman who used to be a school teacher in Haiti but now has no job and lives in a refugee camp in San-Parata. Your mother was indigenous and your father's background is unknown.

You are a single woman with a single unemployed child living in the capital. You're a racial minority and regularly discriminated against. You share an apartment with two others to afford the rent.

You are a middle-class man with 4 children. You live in the South. Your family's ancestry is 1/4 indigenous and 3/4 the racial majority in the country.

You're a Muslim single-mother of 2 children. You work in a grocery store and make only enough to feed your family. They live in your rented apartment in the outskirts of a fishing village.

You are an indigenous person living in traditional huts of South Parata. You find odd jobs.

You're a Hollywood star who came to Parata for a movie and then decided to settle down here. You often travel across continents. You have four homes in different countries.

Discovering Climate Emergency



Type: Dynamic learning activity

Materials Needed:
Agree/Disagree Signal, Sentences

Duration: 45 minutes

Participants: 15-30

Space: Open space or a large room

Description

Participants position themselves on opposite sides of the space base on whether they agree or disagree with facilitator-propos statements about climate change.

Each statement prompts a brief debate.

[Find some ideas here](#)

Reflection Questions

- Which statement was the hardest to evaluate?
- How did your opinion change during the debate?
- What new perspectives did you learn from others?

Learning Objectives

- Encourage critical thinking about climate change;
- Explore diverse opinions and understand others' perspectives;
- Foster respect for constructive discussions.

Feedback and Tips

- Include provocative statements to stimulate discussion;
- Ensure all participants have a chance to express their views;
- Conclude with a summary of key opinions.

Raise Your Voice for Climate Justice



Type: Creative Workshop

Materials Needed: List of climate injustice case, paper, markers, computers, tools for creating videos or poster

Duration: 45 minutes

Participants: 15-30

Space: Access to artistic material

Description

Participants, divided into groups, choose a climate injustice case from the provided options. Each group creates an awareness campaign using creative means such as posters, videos, slogans, or performances.

At the end, the groups present their campaigns to the rest of the participants.

Reflection Questions

- What message did your campaign aim to convey?
- What were the main challenges in creating the campaign?
- How do you think the public would react to your message?

Learning Objectives

- Develop visual communication and awareness-raising skills;
- Strengthen teamwork and creative brainstorming abilities;
- Enhance awareness of climate issues and their social impact.

Feedback and Tips

- Provide examples of successful campaigns as inspiration;
- Encourage the use of recycled materials to emphasize sustainability;
- Foster a collaborative environment for idea sharing among groups.

Expulsion of indigenous communities from their territory in the Amazon

What happened:

In the Amazon, several indigenous communities are expelled from their ancestral lands to make way for deforestation, mining and infrastructure development projects. These communities are often deprived of their livelihoods and culture, and are exposed to violence and intimidation by militias and companies.

What has caused this:

Deforestation of the Amazon is driven by global demand for products such as beef, soya, palm oil and timber. Large agricultural and mining companies often act with the complicity of local governments, violating the rights of indigenous peoples and destroying the Amazon ecosystem.

What are the consequences?

The expulsion of indigenous communities from the Amazon has a devastating impact not only on these communities, but also on the environment. Deforestation contributes to climate change, loss of biodiversity and soil erosion. Furthermore, the violence and intimidation suffered by indigenous communities is a serious violation of human rights.

Just a moment...

Before you start, take 2 minutes to reflect (perhaps quietly within yourself) and try to visualise this situation and identify with the thoughts and feelings these people are experiencing.

What do you feel? Anger? Frustration? Sadness? Discouragement? Use what you felt to inspire you in designing your campaign, if you like, share what you felt with your group.

Environmental disaster from oil spill in Nigeria

What happened:

In 2010, a major oil spill from the Deepwater Horizon oil rig in the Gulf of Mexico caused one of the biggest environmental disasters in history. The spilled oil contaminated the waters of the Gulf, killing millions of marine animals and causing extensive damage to coastlines and wetlands.

What has caused this:

The spill was caused by a series of human errors and technical failures during drilling operations. The oil company BP, responsible for the rig, showed criminal negligence in ensuring safe operations and containing the disaster. The world's enormous and growing demand for oil has an impact on territories that receive very little of it.

What are the consequences?

Besides the devastating environmental impact, the oil spill had a negative impact on the local economy, which is heavily dependent on fishing and tourism. Coastal communities suffered health problems and loss of livelihoods, and many people still struggle to obtain compensation from BP.

Just a moment...

Before you start, take 2 minutes to reflect (perhaps quietly within yourself) and try to visualise this situation and identify with the thoughts and feelings these people are experiencing.

What do you feel? Anger? Frustration? Sadness? Discouragement? Use what you felt to inspire you in designing your campaign, if you like, share what you felt with your group.

Air pollution in Delhi, India

What happened:

Delhi, the capital of India, is one of the most polluted cities in the world. Air pollution is caused by a combination of factors, including vehicular traffic, industries, fossil fuel combustion and waste burning. Air pollution levels in Delhi often exceed the safe limits recommended by the World Health Organisation (WHO).

What has caused this:

Delhi's rapid economic and urban growth, coupled with a lack of proper environmental regulations and poor enforcement of existing laws, has contributed to air pollution in the city. Moreover, some European and American countries relocate their industries to India, contributing to fossil fuel pollution there.

The dependence on fossil fuels for transport and power generation, as well as the burning of wood and biomass for heating and cooking, make the situation worse.

What are the consequences?

Air pollution in Delhi has a serious impact on people's health, causing respiratory diseases, heart disease, cancer and other health problems. Children and the elderly are particularly vulnerable to the effects of air pollution. In addition, air pollution reduces visibility and contributes to climate change.

Just a moment...

Before you start, take 2 minutes to reflect (perhaps quietly within yourself) and try to visualise this situation and identify with the thoughts and feelings these people are experiencing.

What do you feel? Anger? Frustration? Sadness? Discouragement? Use what you felt to inspire you in designing your campaign, if you like, share what you felt with your group.

Drought in Southern Africa caused by climate change and mismanagement of water resources

What happened:

In recent years, the Southern African region has suffered a series of severe droughts that have caused a severe food and water crisis.

Millions of people have been forced to leave their homes in search of food and water, and many have died of starvation or malnutrition-related diseases.

What has caused this:

The drought in Southern Africa is caused by a combination of factors exacerbated by climate change: rising temperatures cause more water to evaporate from soil and plants; extreme drought and flooding events have a devastating impact on crops, livelihoods and community food security; all of this impacts on hydrological cycles, making it more difficult for communities to access water and for governments to manage water resources effectively; over-irrigation and groundwater pollution, in fact, has exacerbated the crisis.

What are the consequences?

The drought in Southern Africa has had a devastating impact on people's lives and the region's economy. In addition to the food and water crisis, the drought has caused livestock losses, crop damage and social tensions. The crisis has also exacerbated poverty and food insecurity in many areas, causing wars and contributing to an increase in climate migrants.

Just a moment...

Before you start, take 2 minutes to reflect (perhaps quietly within yourself) and try to visualise this situation and identify with the thoughts and feelings these people are experiencing.

What do you feel? Anger? Frustration? Sadness? Discouragement? Use what you felt to inspire you in designing your campaign, if you like, share what you felt with your group.

Hurricanes intensified by climate change affecting Pacific islands

What happened:

In recent years, hurricanes affecting Pacific islands have become more intense and frequent due to climate change. These extreme events cause extensive damage to infrastructure, crops and homes, and often force communities to evacuate, contributing to an increase in climate migrants..

What has caused this:

Rising ocean temperatures (due to the absorption of heat into the atmosphere, caused by greenhouse gas emissions) and rising sea levels make hurricanes more powerful and destructive. Small Pacific islands, already vulnerable to natural disasters, are particularly exposed to the effects of climate change.

What are the consequences?

Intensified hurricanes have had a devastating impact on Pacific island communities. In addition to material damage, these events cause psychological trauma, population displacement and loss of cultural identity.

Just a moment...

Before you start, take 2 minutes to reflect (perhaps quietly within yourself) and try to visualise this situation and identify with the thoughts and feelings these people are experiencing.

What do you feel? Anger? Frustration? Sadness? Discouragement? Use what you felt to inspire you in designing your campaign, if you like, share what you felt with your group.

Activism and the climate crisis



Type: Practical Workshop

Materials Needed:

Projector, screen, presentation slides, flipcharts, markers, and role cards for group work.

Duration: 120 minutes

Participants: 20-30

Space: space for group discussions and presentations

Description

Participants learn about Extinction Rebellion's (XR) principles, demands, and methods through a presentation on its history, non-violent strategies, and successful campaigns. The session then focus on a practical activity addressing an eco-climate emergency in your own place.

Divide into four working groups participants collaborate to create an awareness-raising action. The activity culminate in a activism action about the topic

[Find more here](#)

Learning Objectives

- Understand the principles of non-violent activism and its role in addressing climate crises;
- Develop collaborative skills through group planning and coordination;
- Foster creativity in designing impactful campaigns that blend cultural expression with activism.

Reflection Questions

- What aspects of XR's approach to activism resonate most with you?
- How did your group work together to plan and execute the action?
- What challenges did you face in integrating cultural elements into the performance?

Feedback and Tips

- Ensure participants have sufficient context about XR before starting group activities.
- Encourage all groups to share their progress during check-ins to maintain alignment.
- Highlight the importance of balancing activism with personal and group well-being.
- Allocate time for participants to reflect on how the performance could be adapted or scaled for future campaigns.

Activism and the climate crisis

Local issues example



Environmental and social issues in Sardinia: fires

Every summer Sardinia burns from accidental and arson fires, climate change worsens the severity and increases the number of fires due to rising temperatures. Depopulation, on the other hand, contributes to the neglect of the land, so poor control and dry grasses left on the land are a let for the flames.

Fires ravage hectares of land every year, burning trees, killing animals and threatening the lives of inhabitants and their homes.

Your goal is NOT to find a solution, but to draw media and public attention to the problem, asking the government of the region to take action to limit and prevent the damage.

Do this in a creative, fun but disruptive way:

- choose a working group, define who will be the external coordinator and start brainstorming (15 minutes)
- external co-ordinators meet and report back on what emerged from the groups, facilitating the transfer of information and asking for support if needed (15min)
- groups work to implement the action (1h)
- get into action (30min)

TED Talks: How to Survive Climate Change



Type: Public Speaking and Storytelling Activity

Materials Needed:
Microphone (optional),
stage or speaking area

Duration: 45 minutes

Participants: 10-20

Space: Quiet and
supportive environment

Description

Participants deliver 5-minute "TED Talks" on climate change topics, sharing personal stories, challenges and experience.

Reflection Questions

- What was the most impactful talk you heard, and why?
- How did preparing and delivering your talk feel?
- What did you learn about different approaches to addressing climate change?

Learning Objectives

- Enhance public speaking and storytelling skills;
- Develop confidence in sharing ideas and personal experiences;
- Foster empathy and understanding of diverse perspectives on climate change.

Feedback and Tips

- Encourage a supportive atmosphere to reduce speaker anxiety.
- Offer participants time to prepare and practice their talks in advance.
- Allow space for group discussion after the talks to deepen understanding and connections.

Cinema Session: "Food for Profit"



Type: Movie

Materials Needed:

Projector, screen, access to the film, chairs for participants

Duration: 90 minutes

Participants: 15-30

Space: Room equipped for screening

Description

Screening of the documentary Food for Profit, which explores the impacts of industrial farming on climate change, human and animal health.

A group discussion follows, addressing how the film influenced participants' perceptions.

Reflection Questions

- What was the main message you took from the film?
- How did the film make you reflect on your dietary habits?
- How can we effectively raise awareness about these issues?

Learning Objectives

- Understand the link between food consumption and climate change;
- Understanding the economic interests behind meat consumption
- Be aware of the damage to slaughter from intensively farmed meat;
- Reflect on the personal impact of dietary choices;
- Develop critical analysis skills through group discussions.

Feedback and Tips

- Create a safe space for expressing different opinions;
- Provide additional materials for deeper exploration of the topic;
- Invite participants to share similar initiatives from their countries.

Community Work and Artistic Workshop



Type: Practical and Participatory Workshop

Materials Needed: Artistic materials (brushes, paints, fabrics, gardening tools)

Duration: 1 or 2 days

Participants: 15-30

Space: Both outdoor and indoor spaces as required by the workshops

Description

Participants work in small groups using the nominal group technique to select and develop artistic projects focused on the project's themes.

Activities can include mural painting, performance, guerilla gardening, and textile creations. The outcomes were presented to the local community in a final event.

[Find some ideas here](#)

Learning Objectives

- Develop artistic and creative skills for social and environmental purposes;
- Learn collaborative work techniques and value everyone's ideas;
- Strengthen connections with the host community through shared work.

Reflection Questions

- What was your most significant contribution to the group?
- How can artistic work raise awareness about complex issues?
- What impact do you think the project had on the local community?

Feedback and Tips

- Provide clear instructions on the nominal group technique;
- Encourage the use of sustainable and recycled materials;
- Collect community feedback to improve the effectiveness of the artworks.

Artistic reflection group



Type: Reflective and Evaluative Activity in group

Materials Needed: ticky notes, markers, a flipchart or large sheets of paper

Duration: 30 minutes

Participants: 4-5 each group

Space: quiet and comfortable setting conducive to reflection

Description

At the end of each day, participants gather in small mixed-nationality groups to reflect on their experiences. The facilitator can introduce a different question each day to stimulate individual reflection or provide a selection of cards for participants to choose from. Each group reflects privately and can write or draw their thoughts on a shared flipchart or paper that is updated daily. By the end of the project, the flipchart will showcase the cumulative results of their personal learning and reflections. This activity emphasizes introspection, and participants are not required to share their reflections with the group, ensuring a private and personal process.

Learning Objectives

- Encourage participants to reflect on their learning process;
- Foster self-awareness about their emotional and intellectual engagement;
- Identify and address any challenges or areas of improvement.

Reflection Questions

- What was the most meaningful part of the day for you, and why?
- What did you find challenging, and how did you handle it?
- How has today's experience influenced your perspective on the project's themes?
- What could be improved to enhance your experience moving forward?

Feedback and Tips

- Keep the groups small to ensure everyone has a chance to speak.
- Use visual tools (e.g., sticky notes) to summarize key points.
- Encourage open and respectful communication, ensuring a safe space for all participants.

Contact



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