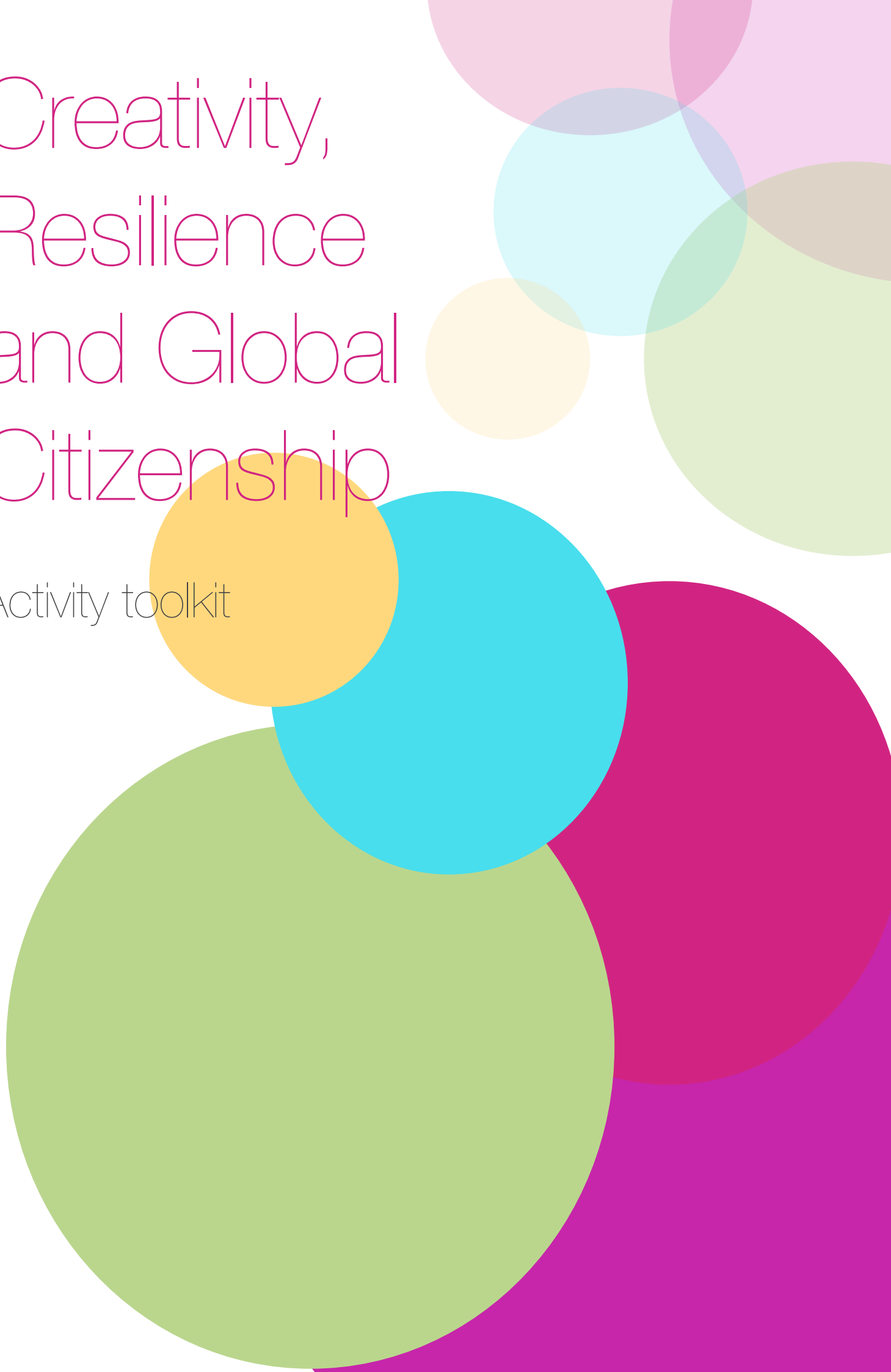


Creativity, Resilience and Global Citizenship

Activity toolkit



Contents

Introduction 4

Exploring five ways to wellbeing:

connecting to global citizenship 6

Creative activities: connecting

with our global citizenship 19

Workshops 36

Participants and partners 79

Appendix - resource pack 82

[Redacted]

Introduction

The Fast Forward training programme brought together an international group of thirty young leaders and people who work with young people in Cork, Ireland in January 2015.

The purpose of the training programme was to explore, learn and share our insights about the themes of Creativity, Resilience & Global Citizenship and to share creative methods and tools. This publication is a step by step guide to a range of activities exploring the themes and to a wide range of workshops. These use a variety of creative processes including clay, creative writing, painting, sculpture, multimedia, design thinking, music, theatre, photography and text.

Some of the activities shared were designed by the programme initiators and facilitators and all were experienced by the participants in the programme. The participants in the programme have made a significant contribution by sharing their creative experience and expertise. They chose to participate, as they want to improve their practice in engaging young people with global citizenship education. They also wanted to contribute to the practice of others engaging with youth. The activities shared are transferable to other sectors; adult community education, formal education and any field where learning takes place.

Within the Fast Forward programme, the participants identified a range of competences that they believe are important to nurture if young people are to grow as resilient, active global citizens.

These are some of the competences they identified:

- Passion
- Creativity
- Motivation to learn and reflect
- Awareness and critical thinking
- Confidence and motivation
- Initiative and participation

- Commitment and responsibility
- Teamwork and co-operation
- Solidarity
- Open-mindedness, acceptance of diversity, belief in equality and ability to engage with different perspectives
- Empathy, openness and reaching out to others
- Awareness consciousness of oneself and others
- Humility, forgiveness and consideration of others' needs
- Flexibility

The activities that are presented support the nurturing of these competences.

While some activities have been presented with the structure and flow of a workshop, we see this toolkit as a pot of inspiration. We encourage your creativity in adapting and combining activities to meet the needs and interests of your own participants.

As all the activities shared in this toolkit have been experienced by the participants in the programme, we have had the opportunity to share their reflections on the workshops. We hope that this will inspire you to see the potential impacts of the activities.

An accompanying publication, "Creativity, Resilience & Global Citizenship - Explorations, Reflections and Recommendations", presents the connections between the programme themes, our learning outcomes and recommendations. It is useful to provide a context for anyone engaging others in the creative activities presented in this toolkit.

Exploring five
ways to
wellbeing:
connecting to
global
citizenship



Five ways to wellbeing

CONNECT

with the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections will support and enrich you every day.

BE ACTIVE

Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good. Most importantly, discover a physical activity you enjoy and that suits your level of mobility and fitness.

TAKE NOTICE

Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.

KEEP LEARNING

Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident, as well as being fun.





GIVE

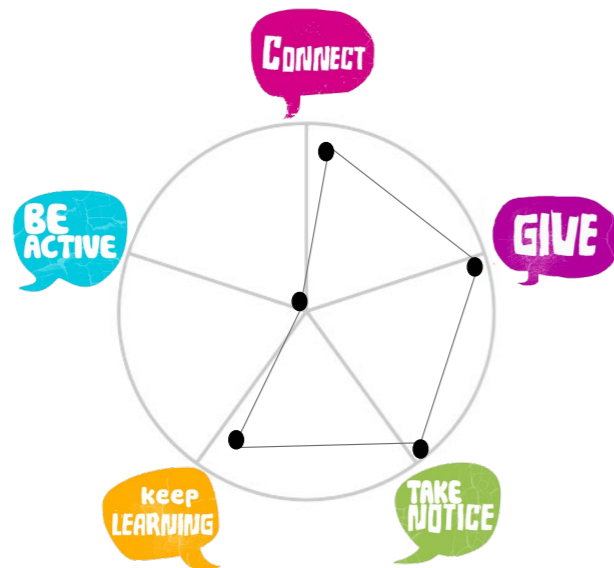
Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.

The five ways to wellbeing are a set of evidence-based actions which promote people's wellbeing. These activities are simple things individuals can do in their everyday lives. The five ways to wellbeing were developed by the New Economics Foundation from evidence gathered in the UK government's foresight project on mental capital and wellbeing.

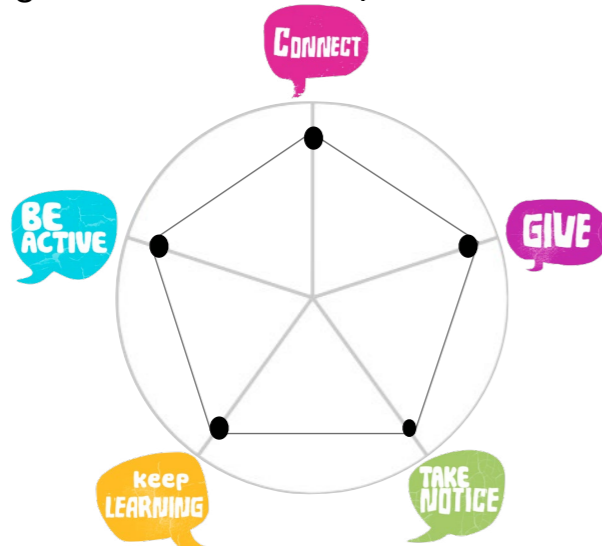
The project, published in 2008, drew on state-of-the-art research about mental capital and mental wellbeing through life. It asked the NEF to develop the five ways to wellbeing and to communicate its key findings. The five ways have been used by health organisations, schools and community projects across the UK and the world to help people take action to improve their wellbeing. (Aked et al, 2013, p.1)

Steps to wellbeing

-  **Purpose**
To have time for personal reflection about the five ways to wellbeing and how they are present in one's own life.
-  **Time**
15 minutes
-  **Resources**
Copies of the templates on the following two pages.
-  **Process**
Give participants a copy of the template of the wellbeing balance wheel on the following page.
Invite them to reflect on how each of the five ways are present in their everyday life, using the reflection 'wheel'.
Ask them to place a dot on the line or spoke of the wheel, close to the edge of the wheel if the particular 'way' is very present in their life, or towards the centre if it is less present.



Having these things in balance will help make resilience a smoother ride.



Resilience and wellbeing balance wheel



Make a mark on the template showing how effective you feel you are in engaging with this way in your life...
Join the dots.

How do you think you are doing in relation to each of these areas in your life?

Steps to wellbeing



Interconnected ways to wellbeing

- ?** Purpose
To consider that by making space in our lives for each of the ways to wellbeing, we are supporting the presence of the others.
 - 🕒** Time
15 minutes
 - 📄** Resources
A printout of the five ways to wellbeing (see appendix), a ball of string or wool.
 - 🔄** Process
Print out each of the five ways to wellbeing included in the appendix. Ask for five volunteers to stand in the middle the group. Tack the copy of each of the five ways to wellbeing on the back of each of the volunteers. Invite a volunteer to begin to pass a piece of string across to another volunteer, linking one of the five ways to wellbeing with another. Ask the group to suggest the how engaging with one 'way' can also engage simultaneously with others.
e.g., By going cycling with a friend, I am also connecting to others.
By going for a walk in nature, I can be aware.
- Ask participants to continue passing wool in all directions, making a web, and with each pass to visualise the interconnection between the five ways to wellbeing.



Ways to wellbeing and ways to global citizenship

- ? Purpose**
 To explore the impact of the presence of the ways to wellbeing on a personal, local and global level.
 To explore the idea that what is good for the wellbeing of individuals is also good for others and for the planet.
 To connect the local to the global.

🕒 Time
 1 hour

- 📄 Resources**
 Printouts of the five ways to wellbeing.
 A large sheet of paper with three concentric circles (as presented below).
 If you have very large paper you can provide each group with one fifth of the circle each, to respond to each of the five ways to wellbeing (please see adjacent photo image).

- 🔄 Process**
 Invite the participants to explore the impacts of the five ways to wellbeing on themselves, their community and their world, by responding to the questions below with the resources provided.
 Ask each group to share their ideas.
 Reflect on what has been shared and the significance of the interconnections that are discovered.

If I look after my wellbeing by
 connecting with others,
 being active,
 keeping learning,
 taking notice
 and
 giving to others,
 how does it impact on
 myself?
 my community?
 the world?



Five ways to global citizenship

- ? Purpose**
 To understand further the connection between the five ways to wellbeing and global citizenship.
 To build the capacity to view the world through the eyes of a global citizen.

🕒 Time
 1 hour

- 📄 Resources**
 Printouts of the five ways to wellbeing (see appendix).

- 🔄 Process**
 Ask the participants to reconsider the five ways to wellbeing and write their own version of called 'five ways to global citizenship'.
 Ask them to encourage others on a journey towards being resilient, active global citizens.



Five ways to global citizenship

CONNECT

Connect with yourself!
It is the basis of any other connections you make.
Connect with humans, nature, the universe.
If you nurture your connections, they can be the source of your life, enrich your communities and the world.

BE ACTIVE

Experience the world physically.
Journey consciously.
Aspire to wellness, inwardly and outwardly.

See - Identify - Act.

Exit your cultural comfort zone...
Encourage others to follow...

TAKE NOTICE

LISTEN! FEEL! SEE!
Open your eyes to what is happening.
Take notice of others - their cultures and issues.
QUESTION. Be aware of where goods come from. CARPE DIEM.
Appreciate what you have. Stay on top of current issues. Fulfill your potential and take notice.
Notice the effects of change, e.g., the seasons.
Reflect.

KEEP LEARNING

Keep traditions to know who you are and where you come from.
Develop artistic skills as an international language.
Reading opens your mind to the world.
Take every chance to go abroad because it's the best way to learn about the world.
Let's play.
Let's learn!

GIVE

...an open mind.
...your time.
...embrace difference
...empower others with a sense of belonging.
...a smile :)

GIVING GIVES YOU GLOBAL IDENTITY.

Participants developed their own five ways to global citizenship, based on their reflections on connecting the five ways to wellbeing to the wider world.

Creative
activities:
connecting
with our
global
citizenship



Creativity with clay: imagining a better future for everyone



Purpose

To engage creativity to allow new types of thinking about the future.
To demonstrate the power of symbolism and metaphors.
To enable participants to connect to a vision for the future that includes wellbeing for everyone and for the planet.

Competency aims

Ability to imagine a better future, ability to co-operate with others towards change, ability to connect with emerging ideas, creative thinking.



Resources

5 kg bag of clay, paper to cover tables, markers, pens and paper.



Time

1.25 hours



Process Sculpting

10 minutes

Set up the table with paper underneath, covering the table, with the lump of clay in the middle.

Make groups of three to six people, each seated at the table.

Play relaxing music.

Give the group the instruction to be relaxed and to make a collaborative sculpture with the clay.

The clay must remain in one piece.



Considering

10 minutes

Instruct the group to look at the piece they have made and consider it as an island.

The island represents living together in a community, or living together on this planet.

Ask the group: “Can you see any symbols in the ‘island’ that represent how we can live together in a way that is good for everybody and for the planet?”

Have the group write these ideas on the paper surrounding the clay.



Developing

15 minutes

As the group thinks about the characteristics of a place that supports everyone’s wellbeing, have them equally consider what can be added to their ‘islands’ to make them better.

Have groups discuss as they work on how a stronger community can be developed.



Creative writing 15 minutes

Give each group pen and paper.

Ask them to write at the top of the page: ‘In our better tomorrow...’
Underneath, in the form of a poem, have the group list the thoughts and images from their clay sculptures that represent this better tomorrow.



Sharing 10 minutes

Invite the groups to visit each of the clay sculptures.

Encourage the participants to read out their poems, beginning each line with, “In our better tomorrow...”







Connecting head, hands & heart: creative writing

? Purpose
 To develop an understanding of using creative writing as a tool for building resilience and active citizenship.
 To create space for participants to reflect on significant experiences that shaped their journeys in becoming active citizens.
 To consider how connecting our heads, hands & hearts can motivate us to think about how we engage with our sense of citizenship.

T Resources
 Paper and pens.

⌚ Time
 2 hours

↻ Process
 Warm-ups: exquisite corpse
 Instruct participants to begin and end a sentence with 'I' and to write 3-4 sentences.
 Have individuals fold over their pages so that they just reveal the last line.
 Have each participant pass their sheet to the person to their right, who continues the poem.
 Encourage individuals to write what comes into their heads, no matter how random, silly, poorly written, etc.

Listing:

Have the group list the things they do with their hands.
 Have them list the things they feel with their hearts.
 Next, list the thoughts they have in their heads.
 Encourage individuals to write about things they enjoy doing, things they feel in the room at the moment and/or visions they have for the future.

↻ Reflecting **⌚** 15 minutes
 Reflect on the following questions:

- How does creativity help us to imagine a better future?
- How does the process of working with the clay reflect the reality of participation in development?
- What can we learn from the process?

Creative writing examples

- In our better tomorrow, people will accept diversity.
- In our better tomorrow, humanity will be at the centre.
- In our better tomorrow, people will learn from the past to make a better future.
- In our better tomorrow, there will be universal respect for nature.
- In our better tomorrow, there will be better connection, better integration.
- In our better tomorrow, there will be acceptance for difference.
- In our better tomorrow, there will be healthy living and food for all.
- In our better tomorrow, there will be equality.
- In our better tomorrow, people will work together and co-operate.
- In our better tomorrow, there will be guidance for those who lose their way.





Journey mapping

Ask the participants to map their personal journeys. From the bottom of the page upwards, have them write, in a timeline, their most formative realizations of what has brought them to the present moment in their lives.

Ask each participant to write the particular moments that have inspired their lives.

Encourage them to describe the five senses of those moments:

What did they look like, smell like, feel like, sound like, taste like...

Encourage them to introduce imagery, memories and experiences into their writing.



Aliens

Have participants imagine that aliens are coming to brainwash them in five minutes.

Ask individuals to write down the things they believe in and the things that they value most.

Instruct them to write the first things that come into their heads.

Ask them to read over the lists they've made.

Explain to them that the list describes who they are, essentially.

Encourage the participants to be inspired by the words they see.



Statement

Ask each individual to write about something in their life that inspires them.

Have them write it in a statement that includes:

This led me to be who I am now, and now my heart feels...

My heart feels...

My head is full of...

My hands need to/are...



*It sounded familiar, recognisable,
It tasted like a ham/cheese toastie
With too much cheese.*

*It smelt like a mix of stationary and perfume.
I felt good, positive, activated and empowered.*

*Now, my heart feels like it has a purpose,
Motivated, focused and full of passion.*

*My head is full of ideas, hopes and fears.
My hands want to write a great poem.*

by Joe

Kacaj a földéken, tenger morajlása

Édes eperíz a szádba

Izzadságunk csörgedez

Homlokunkon összeér

Fényes-szaladó felh ink

Tiszta szemünk villószik

Köszös reunk temploma

Fárad a szív

Zsong-bong a fej

Benne mi fészkel? Ki matat?

Kezeimmel tarkódon

Simítok

Egy vonalat

by Ginka

Tuning in to our environment: being aware



Purpose

To develop the capacity to see the world through different eyes.

To improve awareness of surroundings, mindfulness and critical thinking skills.

To develop thinking as a global citizen, looking at the interconnections and interdependences of the world.

To look at how the environment can be used to nurture health, learning and sense of belonging.



Time

3 hours



Resources

Activity sheets, cameras, chalk, acetate, white board markers, paper, cut-outs of speech bubbles and thought bubbles (see image of kit), card reader, data projector or large screen.



Process

Divide participants into group of 3-5 people.

Give out a list of questions and instructions (template provided on page 29).

Provide each team with a camera, chalk, acetate, white board markers, sticky notes, etc.

Give the following instructions and send the group to explore an urban environment (suggested minimum time 2 hours).

On their return, each group presents a slide show of their exploration.

After each presentation has been made, reflect on the following questions:

What surprised you about the experience?

What did you see that you would not usually see?

How did the process help you engage with the environment as a global citizen?



kit

INSTRUCTIONS

Walk in the urban environment, responding to the instructions provided below.

Take images of what you observe in response to each prompt.

In each image incorporate text, writing questions, comments and observations in different ways.

Examples:

Write with chalk on the ground within the scene you want to record.

Write on a piece of paper, place it in the scene and take a photograph.

Write text through a sheet of acetate and photograph the scene through the acetate.

You can hold text in the scene you are photographing.

Keep all photographs together so they can be presented directly as a slideshow.

Please ensure that the images are taken on a camera, phone or device that allows direct connection to the projector for playback.

CONNECT

How do people connect with others?

BE STILL

Stop and be still for a few minutes.

LISTEN

Record words that you come across, signs, things that you overhear.

LEARN

What signs of learning do you see?

PASSION

Find something that connects you to your passion

CONTRADICTIONS

Look out for contradictions - ideas, materials, etc.

CREATIVITY

Look out for signs of creativity in the street.

FRUSTRATIONS

Find something that bothered you or frustrated you.

CHANGE

Find something that needs to change. What is it? How might it change?

INTERCONNECTEDNESS

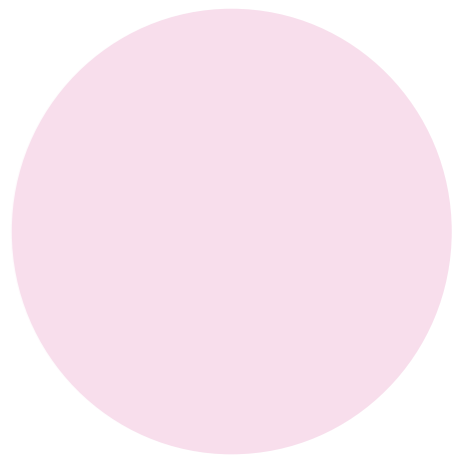
How does this urban environment depend on other parts of the world? What does it give?

HEALTH

How does the environment support being healthy?

LEARN

What signs of learning do you see?



Personal portrait poster



Purpose

To provide an opportunity for people to experiment with creative materials and build creative confidence.

To provide participants with a chance to share something about themselves with others.

To create space to reflect on the five ways of wellbeing:

CONNECT: How do you connect with others?

BE ACTIVE: How do you keep active?

TAKE NOTICE: What do you like to notice/appreciate?

KEEP LEARNING: What/how do you enjoy learning?

GIVE: What do you like to share with others?



Time

1 hour



Resources

A4 black & white mugshot print of all participants (camera & printer),
A3 sheets of sugar paper (we used black and cream coloured paper),
A4 sheets of acetate (one for each person),
black Sharpies, glue sticks, scissors,
collage materials: patterns, magazines, newspapers etc., chalk/charcoal.



Process

Preparation

Take a mugshot portrait picture of everyone and print an A4 black&white copy of each. Organise to take the photos well in advance so you have time to print.

Instructions

Place the acetate over the portrait picture and trace an outline outline of the portrait.

Take the acetate and collage to the outline on the back of the acetate using patterns, magazines, newspapers etc.

Cut around the collaged acetate and stick it to your A3 sugar paper page (we asked that everybody work on their page in landscape).

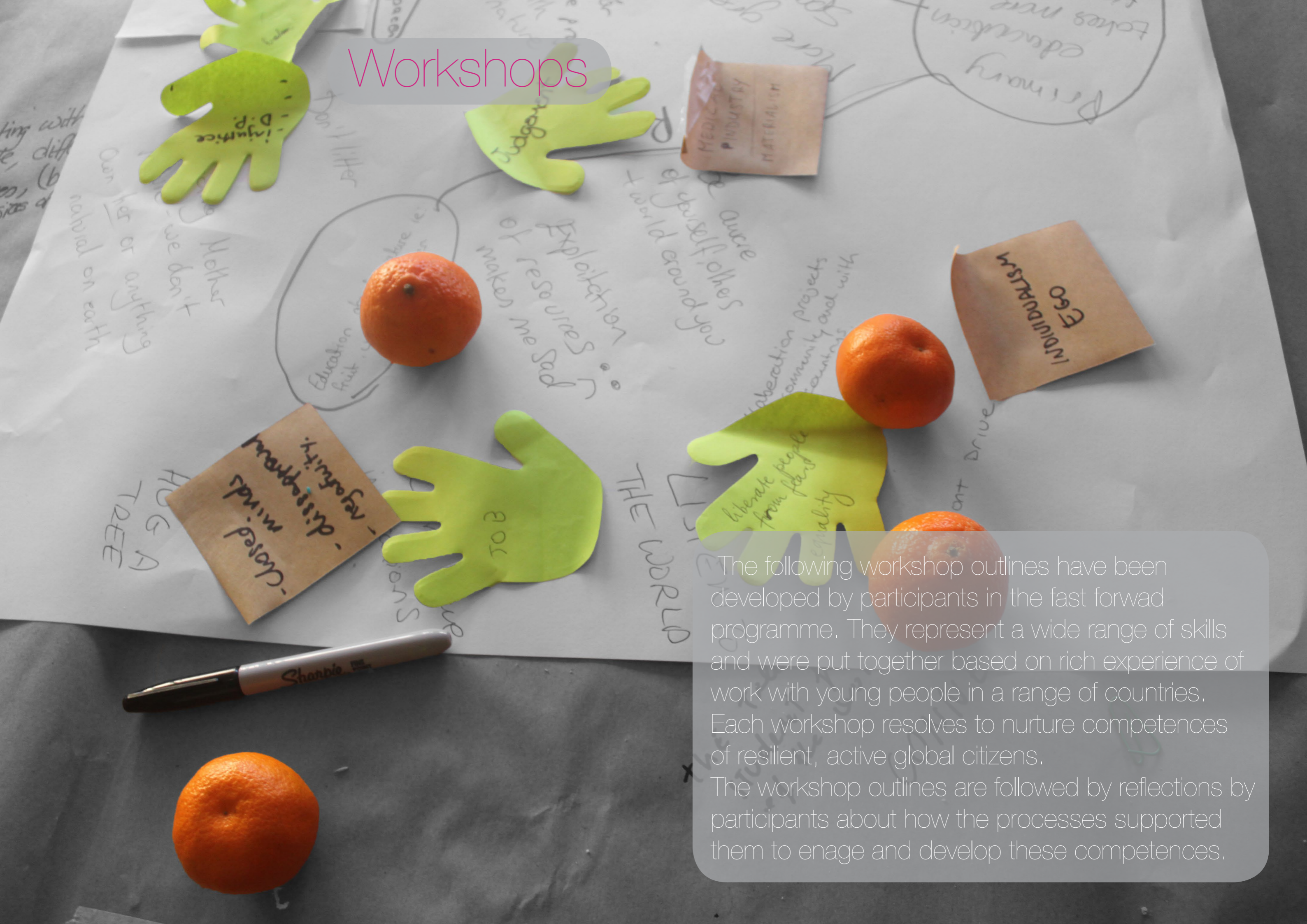
Use the space around the portrait to write in charcoal (on cream paper) or white chalk (on black paper) to respond to the guiding questions mentioned above.

Exhibit and share.





Workshops



The following workshop outlines have been developed by participants in the fast forward programme. They represent a wide range of skills and were put together based on rich experience of work with young people in a range of countries. Each workshop resolves to nurture competences of resilient, active global citizens. The workshop outlines are followed by reflections by participants about how the processes supported them to engage and develop these competences.

Unity effect

Your Interests:
Community development
through community arts for youths,
gypsies and prisoners.

Why do you think is important for young people to be aware
of their sense of global citizenship?

Being aware of global citizenship allows young people to
understand that everybody and everything affects everybody and
everything and that we are all ONE. If young people feel this, they can
begin to make decisions from the heart.

What mindsets, values and capacities do you feel are important for global citizens?
All the values and capacities that we consider to be universal values,
those which make us feel at home everywhere.

What are the biggest challenges you feel are facing humanity and our planet?
To survive the environmental and interpersonal consequences of our deeds in the last
few centuries requires quite a fast development of the human consciousness/mind,
which is a very big challenge nowadays. Too many people are not paying enough
attention to themselves, to their inner needs and feelings and are clouded and
distracted in many ways.

What are some of the changes you would like to see for the future?

That people are more empathetic and understand what it
means to love ourselves, others and our planet;
people do not harm each other on purpose;
not everything is led by power and money;
no child suffers because of the mistakes of
their parents; we know ourselves better for
our weaknesses and strengths; everybody
appreciates that people have different
capacities/opinions; we show our real
faces to each other without fear.



Colour-Space Association of Pecs

Workshop aims

- To make the participants aware of how they can affect each other.
- To create supportive situations in which participants can experience pure connection to themselves and to each other, where empathy and solidarity can be fostered.
- To connect participants' memories/feelings that they consider important and share them with the group through creative expression.
- To create an art-piece collectively, using elements produced individually.

Competency aims

Awareness of self and others, confidence to share personal memories in a group, collaboration skills, awareness of the effects of unity.

"We are circumstances of each other."

? Purpose
To make participants aware of their bodies, environment and others in the space.

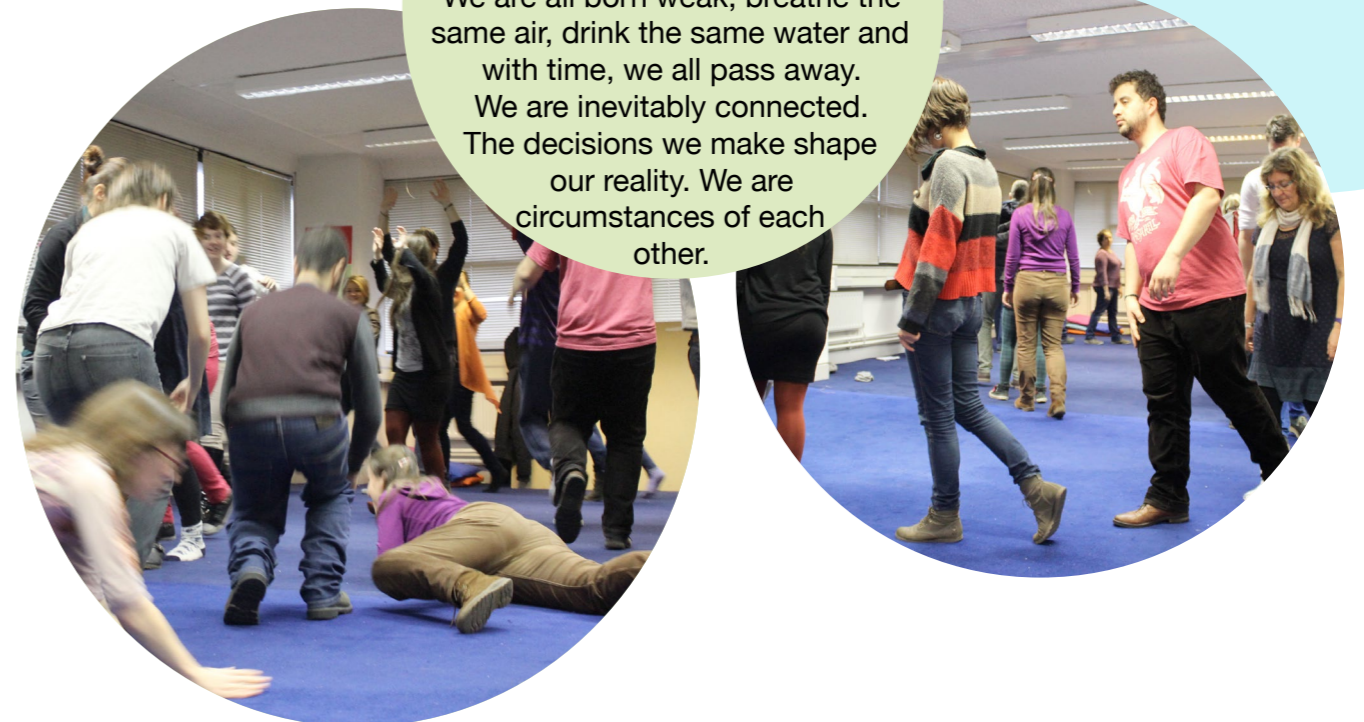
🕒 Time
10 minutes

📏 Resources
Empty space

🔄 Process
Participants spread around the room in silence and walk at a normal pace, intending to fill the space. Participants should be aware of the others walking around them.
Everybody must freeze when the leader claps and continue walking when the leader claps again. Repeat 'freezing' at least 3-4 times.
The group continues to walk. This time, anybody can 'freeze' without warning. The rest of the group must stop as soon as they recognize that someone is 'frozen'. Anybody can resume walking. This should be recognized by the group, who continue to walk again.
Anybody can move freely in the space and do anything they want (change position, change dynamic, change the level people walk at in the space, make noises) and everybody is encouraged to be open to connect and to be affected by others in the space.

Philosophical background

We, humans, share life on this planet we call Earth.
We are made of the same elements.
We are all born weak, breathe the same air, drink the same water and with time, we all pass away.
We are inevitably connected.
The decisions we make shape our reality. We are circumstances of each other.



Heart ladder



Purpose

To connect with another person. To develop empathy, solidarity and interpersonal understanding.



Time

20 minutes



Resources

Soft music, bell/singing bowl, empty space.



Process

Divide participants into two groups and form two lines.

Explain that one line will be moving and the other will remain still.

Have each person face a partner.

Instruct the individuals to put their right hand on their partner's chest (heart side) while they receive their partner's hand by resting their left hand on it.

Have individuals look into their partner's left eye - this strengthens the emotional communication - ensure that they maintain eye contact.

Play soft music in the background to help individuals focus on themselves and their partner.

Ring the bell/singing bowl to signal to participants to move along the line, one position to the right.

Have the new pairs make contact in the same way, with hand and eye contact, until the next bell rings.

Make a minimum of 4-5 changes.

Sit in a circle and reflect on the exercise.



Imagination: values and memories



Purpose

To relax the mind and connect emotions and memories. To bring up inner pictures.



Time

10 minutes



Resources

Empty space



Process

Have the group sit/lie in a circle.

Emphasize that they should find comfortable positions that do not disturb the spine.

Give the following instructions, saying "you", so that individuals can relate on a personal level:

1. Breathe deeply and feel your body relaxing. With each exhale, your body becomes more and more light and relaxed.
2. Imagine that you are standing. You walk through a door to arrive at the most beautiful place where you've ever been. You can see the surroundings sharply, the colours are vivid. What kind of colours do you see? What kind of sounds do you hear? What do you smell? It is a place where you can fill yourself with energy.
3. Who is with you in this beautiful place?
4. Now, you can sit down in your favorite place, just looking out from your body for a while.
5. Now, start to go towards your heart. You arrive on a shining path to it. What do you find there? What is in your heart? What are the most important things you find there? What is hard to see and heavy to carry? You can feel thankfulness for all of it.
6. Now, come back to the place where you are lying. You see your beautiful surroundings at this place. Slowly come back to the room, you are here, you can feel your body.
7. Take a few deep breaths, rub your hands, then put them over your eyes.
8. Now, you can open your eyes!



Painting your own brick



Purpose

To relax the mind and connect emotions and memories. To bring up inner pictures.



Time

45 minutes



Resources

Cardboard boxes for each participant (can be different sizes), paint: red, blue, yellow, black, white (water based), brushes (any), colourful magazines, scissors, glue, plastic to protect the floor, markers, laptop and speaker for music.



Process

Each participant has their own cardboard box and all the materials for decorating it.

Ask everyone to remember the pictures, colours and feelings he or she saw during the relaxation exercise and to choose the most meaningful of them to express through painting or collage on the sides of the cardboard box.



Laying the bricks



Purpose

To participate in collective creation.
To reflect and possibly revise the creation.



Time

20-40 minutes



Resources

Empty space. Ensure the floor is protected in case of wet paint.



Process

Ask participants to place their boxes, one by one, in the space.

When all the boxes are placed, invite participants to have a closer look at their creation.

After examining, explain that participants can replace their own box if they choose.

If this requires moving another box, they can ask its creator to move it, but each participant can only touch their own box.

Next, have the group arrange the bricks so that they physically touch each other, if they are not already connected.

The boxes are “magnetized” and attract each other.

The group can always rearrange the whole structure, but they can only move their own boxes.

The art-piece is ready when every participant feels that their box is in the right place.



Workshop reflections

How did the workshop help you engage with the following?

Creativity

- Through painting, I felt I could express myself with images/colours to show my feelings and thoughts.
- By freeing the mind to let ideas flow.
- WOW! A hub of creativity and flow of ideas were achieved through a relaxed atmosphere and facilitated timing.
- It reminded me that creativity comes from the heart. Sometimes we get too caught up with other influences and don't get time to truly express ourselves.
- The meditation experience really cleaned my mind, I knew what I wanted to do.
- The relaxing trip of the mind helped me to express myself.

Awareness

- The painting showed me that I am more aware my feelings than I had known.
- I was aware of others and the affect my physical presence had on them.
- Awareness of energy that cannot be seen.
- WOW! We are afraid of each others eyes.
- It created a balance between inner and outer space to work alone at same time as being connected.
- It gave spiritual and material awareness.
- Physical contact helps us to understand peoples attitudes and awareness.
- I impact you and you impact me.

Connection

- You can share a connection with someone just by a facial expression or a gesture.
- We connected by eye-contact and that made me feel like we were having a conversation.
- We found new ways to share thoughts and feeling without words.
- Amazing how we could connect to each other without words, I felt very close to everyone.
- I saw the feelings of others in their eyes.
- Why art, heart & myself? Very emotional reflection.
- There was a sense of energy in the space that echoed the feeling of my heart.

Learning

- I learned to connect with others but also to give to myself too.
- New risks: I would love to use the movement, mediation and energy exercises with a group.
- I learned something about my soul.
- To open my mind and free my emotions
- It brought awareness to being present, allowing to absorb learning processes.
- Spiritual and emotional learning.
- I learned there are more ways than talking to express yourself.

How did the process support you to grow as a global citizen?

- It showed me how easy we can connect and how much that enhances a creative process.
- It supported me to realise there is an interconnection between people at all times.
- By reminding me to be open-minded and respectful and to approach exercises with a free spirit.
- What one person does can have a huge impact.
- The inner connection with ourselves helped me to better reflect about my life and society in general.
- It was a very lovely feeling to simply change the way I moved and feel the whole group change their movements the same as mine.
- I really felt a connection to people, recognising their histories, vulnerabilities and possibilities. It strengthens solidarity. I felt responsible for my peers.
- I think the idea that we are the circumstances of each other really brings us nearer to the idea of global citizenship.
- I know now that I do not always have to be the person to support others as it is okay to seek support also, it does not mean that you are weak or vulnerable!

What inspired you most?

- Moving together in a spiritual way relaxed me a lot.
- By holding each other's hearts, I felt supported and felt confident in supporting others.
- The vibrant colours helped me to connect with the creative side of me.
- The jump into a different level/dynamic of group intensity.



- To be facilitated and have the permission/freedom to really connect deeply with others.
- How meditative eye contact and heartbeat can be and how we naturally resist this emotional bond with others.
- Moving together as one unit gave a sense of community and togetherness.
- The movement, the feeling of touch with other humans, the freedom to move and play. How I felt when in line with others.
- The meditation really helped me to connect to my feelings.

Change yourself through theatre for social change

Your Interests:
Health promotion, creative learning and the arts.

Why do you think it is important for young people to be aware of their sense of global citizenship?

In order to realize that there is more to life than just themselves and their own journey. Having awareness allows people to take responsibility for belonging in the world and enables them to feel needed as part of a bigger cycle.

What mindsets values and capacities do you feel are important for global citizens?
I believe you have to be generous with your time, responsible and informed of the world in which you live and driven and optimistic in your belief system and mindset as a global citizen.

What are the biggest challenges you feel are facing humanity and our planet?
I feel poverty, human rights violations and climate change are the biggest challenges at this moment.

What are some of the changes you would like to see for the future?

I would like to see better global forums in which global issues can be discussed that are made accessible to the citizens of as many countries as possible. Also, more reinforced laws to protect human life, which is the most important thing for me.



Rosemary Sweeney

Workshop aims

To achieve an individual understanding of social justice through a group drama workshop by looking briefly at forum theatre.

To encourage group dynamics through the ideas of community and working together.

Competency aims

Understanding power relationships, motivation to be part of change, participation for change, ability to stand up and use one's voice.

Warm-ups

-  **Purpose**
To support the group in establishing a relaxed and creative flow.
To gradually build confidence by using a range of methods.
-  **Time**
65 minutes
-  **Resources**
A large, clear room
-  **Process**
-  **8-7-6-5-4-3-2-1**  3 minutes
To get the group to be alert and working together.
Participants first use their left arms and shake them counting out the numbers from 8 downwards.
This is then repeated using the right arm, the left leg, the right leg and the whole body.
-  **'The wild wind blows'**  7 minutes
The group stands in a circle with one person in the middle.
The person in the middle waves their arms around saying, "the wild wind blows...", followed by something they love, for example, chocolate.
Anyone in the group who also loves chocolate must swap places with each other.
Whoever does not get a place in the circle must stand in the middle and take the position of "the wild wind blows".
This exercise is to find similarities between the group, and to encourage speaking up.
-  **Stretching**  5 minutes
Invite the group to do a few gentle stretches.
-  **Line up**  5 minutes
A non-verbal exercise to help participants communicate without speaking and think outside the box.
The exercise is carried out in silence.
Participants walk around the space and find new ways to take in their surroundings by observing things around the room.
They will be given a task to perform when the facilitator claps their hands.
The first task is to line up in order of hair colour, going from darkest to light within 15 seconds.



The group must remain silent.
The exercise is repeated, next with the task of lining up in order of "how many people are in your family?" and also, "what is your birthday?", finding out the month and the date together, without speaking.







-  **Names**  10 minutes
This exercise works on connecting and finding similarities from diversity.
Mix the group and start a discussion of where individuals' names come from.
The stories will be exchanged and the group will try to find connections with people by their names.
-  **Cultural exchange**  30 minutes
Theme: immigration and discrimination.
Divide the group in two and bring them into different spaces.
Describe to each group different characteristics of a prescribed community.
Each group will be polar opposites.
Both groups will act out these differences to each other using role-play.
The groups will never meet as two whole groups; rather, bring members of each group to visit the other community.
Roles will be kept secret until everyone has had a visit.
After this has happened, bring the groups together.
Without mixing, ask questions about each group's opinions and impressions of the other groups. Write these thoughts down.
While writing, impose words and ideas to suggest a biased opinion on the topic and see how each group react.
-  **Knots**  5 minutes
An exercise to lighten the mood.
The group stand in a circle, holding hands.
The facilitator asks the group to continue holding hands and tangle themselves within the space of 30 seconds.
The facilitator will then shout "freeze!" and ask the participants to try and untangle themselves without using any words.



Image theatre



Purpose

- To introduce 'theatre of the oppressed' methods.
- To explore themes of power.
- To work with the body.
- To connect with emotions around themes.



Time

10 minutes



Resources

Empty space



Process

The group will move about the space in silence, in order to gain focus. Tell the group to "stop!" at a certain time, at which each member of the group will pair up with someone close to them. Ask the individuals to use a part of their bodies (for example, "arm", "knee", "shoulder") as a way to connect with their partner. They must continue to walk around the space connected as one, until the next body part is called out. This exercise brings the use of bodies and connection as a way to work.

Ask the same pairs to find a pose to demonstrate feelings: joy, authority, debate, fear, oppression, etc.

One person will pose in a state of power and the other in a more vulnerable position.

Have the group demonstrate magnification of these poses on a scale from 1-10, with 10 being the largest pose.

Have the pairs demonstrate to the whole group.

Instruct the group to modify one pair by rebalancing the power in one of the 'images' created by the two poses from one pair of participants.

Instruct the group to mold the participants' bodies like clay to refigure the image, moving only one body part at a time.

Forum theatre



Purpose

- To explore social justice issues/global citizenship themes in more depth.
- To learn tools for forum theatre.



Time

50 minutes



Resources

Space



Process

Begin with a brief discussion about themes which participants feel strongly about, around social justice and human rights.

Choose two/three main ideas and form two/three groups, depending on whole group size.

Give the groups ten minutes to devise a scene of three minutes in length. For example, the scene may be of gender inequality, disability, age, religion, race, discrimination, etc.

Have each group act out their scene, in turn.

Explain to the non-performing group/audience that the scene will then run again.

Explain that during the second run of the scene, the audience can shout "stop!" when they see something that is unjust.

The audience member will be able to take the place of the actor and find a way to change the scene.

The other actors must respond to changes.

This process can keep happening until the scene has changed enough to bring about a fair resolution.

Give each group the chance to partake in the same way.



Conclusion song



Purpose

- To conclude the workshop with an unrelated energiser in order to leave heavy topics behind.



5 minutes



Song

Every little cell in my body is happy, every little cell in my body is well.
Every little cell in my body is happy, every little cell in my body is well.

I'm so glad every little cell in my body is happy and well.
I'm so glad every little cell in my body is happy and well.

Workshop reflections

How did the workshop help you engage with the following?

Understanding power relations

- I now understand that some people get too attached to their positions/roles, such as those with authority.
- This workshop made it easier to empathise with others.
- It showed me how where we come from influences the way we relate to people.
- I learned about aggression and the misuse of power.
- It helped me realise that as a global citizen I have power to change and we must exercise this to see the change we want.
- It helped me to recognise both sides of the coin at once.

Using your voice

- I felt encouraged.
- I recognised that my voice extends beyond how I speak, it is also my actions and awareness for myself and others.
- It is a fun way to express yourself.
- With Rose's simplicity, kindness and happiness, I felt encouraged.
- I have problems speaking in front of people and sharing my opinion, but this workshop helped me find confidence.
- It easily made me stand up and feel comfortable.

Motivation

- It is really motivating to see everybody enjoying themselves.
- The workshop was very immersive and fun at the same time.
- It helped bring out the best of us and our personalities.
- Issues being acted out helped me to want to be involved.
- It inspired me by using simplicity and naturalness to tackle important issues.
- With the forum theatre exercise, we are immediately in the story and have to act.
- Life is like a story. It make me wonder why we don't take action.

Participation in change

- It helped to view issues from other perspectives.
- I see how easily we can be passive.
- I found by visualising myself being in a person's situation I could sense their opinion/feeling of it.
- It was interesting to play the part of a bad character.
- In theatre you are literally the 'change' you want to see.
- I felt active, involved, optimistic, happy.

How did the process support you to grow as a global citizen?

- It has made a strong identifiable connection between global issues and people, it helps me to think of how we are responsible in different situations by our actions, whether good or bad, and most importantly how we as global citizens have the power to make a change.
- It encouraged me to be opened to things I am afraid of.
- It helped to think about and discuss important topics without realising it, while 'playing'.
- The experience will help me in my work. To work with an international group always pushes the limits of communication and connections.
- From working with different nationalities, I learned how different it is for LGTB communities in other countries, even ones in parts of Europe.
- Now I see by trying to see other people's situations, I can understand more and help find a solution.

What inspired you most?

- The different tribes with different rules to act could be very effective with young people.
- The playfulness of the exercises and the feeling of exploration was inward and outward.
- I have never been in an exciting experience like this. I am very proud to have learned theatre from Rose.
- The way that we experienced the different activities.
- How simple the exercises were and how clear the conclusions and messages were. I think that even though the issues we explored were huge, it was easy to see where problems lie.
- The personality of Rose.
- How easy it is to transfer these skills to my work with young people at home.
- By people being active and involved, I had a great understanding of their opinions/views.



A cappella singing and songwriting: finding your voice

Your Interests:
Music, theatre, music & theatre
combined.

Why do you think it is important for young people to be aware of their sense of global citizenship?

In a world where we can communicate across the globe more easily than ever before, we must ensure we are truly connected and comprehend our place within global society. We must learn to respect, embrace and learn from other cultures in order to enhance our own lives and those of others.

What mindsets values and capacities do you feel are important for global citizens?

Open-mindedness, willingness to tackle a challenge, willingness to make a mistake/fail occasionally, confidence to share one's culture, the communication skills to accept the cultures of others.

What are the biggest challenges you feel are facing humanity and our planet?

Keeping up with the pace of change and making sure we are moving forward in a constantly positive way.

What are some of the changes you would like to see for the future?

The gap between the rich and poor narrowed and inequality erased. Also, everyone able to achieve their full potential and pursue their passions, without discrimination.



Michael Betteridge

Workshop aims

The first half of the workshop (a cappella singing practice) gives participants the skills to teach a cappella music (of their own culture) in a succinct way for young people.

The songwriting part of the workshop gives participants the opportunity to explore ways of writing songs and learn how to successfully explore themes with their participants.

Competency aims

Confidence, critical thinking, creativity, connecting with others.

Vocal warm-up



Purpose

To ensure the group is in a position where their voices are ready and comfortable to use in singing.

A non verbal, copy-me, warm up to work together in a non-language based way.



Time

5-20 minutes



Resources

<http://www.bbc.co.uk/sing/learning/warmingup.shtml>

<https://www.singforpleasure.org.uk/articles/how-warm-effectively>

<http://www.wikihow.com/Warm-up-Your-Voice>



Process

Warm up the body: pat down and shoulder massage.

Warm up the facial muscles: big face, little face.

Warm up all the muscles in the body used to sing using sounds such as "brrr", "ffff", "shhhhh" and "vvvv".

Warm up the lips with a tongue twister.

Use silly voices to get different registers of the voice working.

Any other healthy way to get the voice and all related muscles working.



Singing a round: "Hope"

? Purpose
To learn the tools for teaching songs, especially when language may be a barrier, in a succinct and accurate way, supporting your performers as much as possible.

🕒 Time
10 minutes

T Resources
Tuning fork, or something to provide pitch.

🔄 Lyrics of the first verse of the poem, 'Hope' by Emily Dickinson (put a tune to this):

Hope is the thing with feathers
That perches in the soul
And sings the tune without the words
And never stops at all.

Process

Sing the song to the group.

Make them repeat the words (especially important if not all of the group speaks the language being sung) and get the group to repeat them in the rhythm of the music.

Teach little bits of the phrase at a time showing the pitch with your hand - this is called 'pitch patterning'.

Only move on to the next phrase when the group is happy with the phrase just taught.

Get the group to sing more extended passages until they know the whole song.

Try the song as a three part round, performing it with the group split into three and each group starting after the first line.



Singing in harmony: "Ole leloila"

? Purpose
Singing in harmony is a great way of connecting with others and developing confidence in oneself.
Learning songs from different cultures can give insight into their musical and cultural landscape.

🕒 Time
10 minutes

T Resources
<http://www.vocalunion.org.uk/vocalunionpdfs/Ole%20leloila.pdf>
<http://www.vocalunion.org.uk/vocalunionmp3s/oleloila1.mp3>
(you can hear each of the individual parts here)
<https://www.youtube.com/watch?v=weEnyBshUdM>

🔄 Process
Explain the song (traditional Finnish folk song).
Start with the words - get the group to repeat them.
Ask the group to repeat the words back in rhythm.
Split the group into two/three/four (this song is in four parts, but works well in two).
If splitting into two, don't worry about gender divide, but if splitting into three parts, split the men and female/young voices so the music suits each voice part.
Teach each group their part using the pitch patterning methods in the previous activity.
Once everyone is comfortable and confident then get them to sing it all together at the same time.



Songwriting: using pre-existing lyrics and text

? Purpose
To explore material already at our disposal and develop critical thinking skills by using this material in an imaginative way.
To give participants a new awareness of their culture, history and place, as well as that of others.

🕒 Time
10 minutes

T Resources
Any text, paper & pens/markers

🔄 Process
Have individuals begin to choose the lyrics they would like to use. They may source creative writing from a previous workshop, for example, or pre-existing text like a poem, diary sample, the information from the back of a bottle of juice, etc.
Alternatively, create a collage of existing words, for example from newspaper headings, and slot them together, filling in the gaps.
Or, collect as many objects in the room, building, etc. that contain text to use as a starting point.
Remember: less is more. It's better to have one line or phrase you're really happy with and re-use it several times in different ways than to try and write an epic poem.



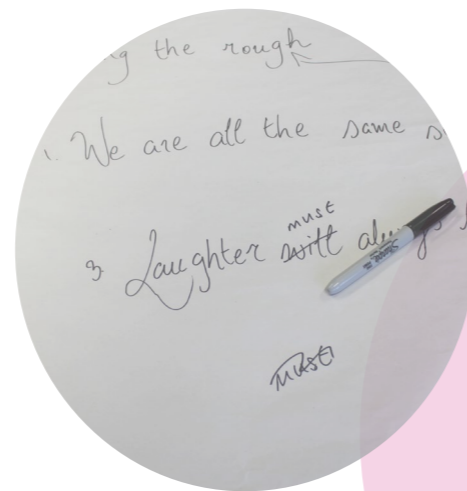
Songwriting: creating lyrics from scratch - 'opposites'

? Purpose
To explore key areas linking to the themes of the workshop through creative writing.

🕒 Time
10-30 minutes

T Resources
Paper & pens/markers

🔄 Process
Choose a topic you want your participants to write about. Ask them to make a list of opposites to do with that subject, for example, if the topic was 'weather' it could be wet vs. dry, cold vs. warm, dark vs. sunny.
From here, get the group to choose three or four words from which to make a short poem. It doesn't need to rhyme, but must include the words.



Songwriting: compositional parameters

? Purpose
To bring a stronger sense of meaning to the texts that participants have chosen and/or created.

🕒 Time
10 minutes

T Resources
Paper & pens/markers

🔄 Process
'Compositional parameters' is the formal way of describing the components that make up music. These include: pitch (high vs. low), dynamics (loud vs. soft), articulation (detached vs. smooth), tempo (fast vs. slow). Different texts may lean towards different parameters. Discuss as a group which parameters may suit your text best, and then practice *speaking* the words in the way you've decided.



Songwriting: finding a rhythm

? Purpose
To explore the meaning and poetry of the words we have created and to find deeper meaning as well as emphasising their meaning.





🕒 Time
10 minutes

T Resources
Paper & pens/markers

🔄 Process
Have the individuals speak aloud their chosen words. Ask: Which are the most important? Which do you want to emphasise in the song you will write? Have the group chant the words in a rhythm that they may want the music to follow while thinking about 'compositional parameters.' Ask: How fast is it? How loud? Is it smooth or detached? etc.







Songwriting: matching text to pitch





-  Purpose
To bring a stronger sense of meaning to the texts that participants have chosen and/or created.
-  Time
10 minutes
-  Resources
Paper & pens/markers
-  Process
Have the group sing up an octave (8 notes) counting from 1 to 8 and back down again, starting from a comfortable lower note, like middle C. Express that this is the scale the group will use when writing their tune. 1 and 8 are the most important notes and to end on these notes will make the music feel 'finished.' 5 is also important. Have the group write their text on a large piece of paper with lots of space under each line. Decide graphic score notation - what notes will be high, middle, or low. Work out the shape of the music (i.e., where it's high, medium or low), before deciding the exact pitches (1-8). High notes can help highlight important words. Think about how you can emphasise the important words.



Other ways of using the text

-  Purpose
To bring a stronger sense of meaning to the texts that participants have chosen and/or created.
To engage critical thinking.
-  Time
10 minutes
-  Resources
Paper & pens/markers
-  Process
The group may not want to sing, so consider chanting. Facilitate the group using different and specific ways to speak the text using the compositional parameters. Have the group try to pull the words apart and make them unintelligible or strange. These are alternatives to traditional singing that can be exciting for groups.

Sharing the songs

-  Purpose
To improve confidence,
to share language and culture.
-  Time
10 minutes
-  Resources
Voices!
-  Process
The most important part!
If the group feels confident, ask them to share what they've created with the rest of the group, or with another participant. Document this performance in an audio recording, as it is sometimes easy to forget. If someone is confident with musical notation, get them to notate it as well.



Workshop reflections

How did the workshop help you engage with the following?

Critical thinking

- Through seeing the possible varieties of composing and the many ways and perspectives we have for approaching things.
- That complex things can be understood through feeling them.
- I felt it just flowed.
- It made a hard activity pretty easy through a creative approach.

Creativity

- Through the new experience of opening my voice.
- We were made to feel talented and creative.
- It was great to discover my inner poet and composer.
- Going in I felt I had nothing to offer the group, it was a very empowering experience.
- This type of creativity I had never connected with before.
- We were allowed to be really open-minded.
- Michael's charisma helped to encourage our creativity.

Connecting with others

- You are more likely to become more creative with others.
- Through collaboration, discovering our language and great communication methods
- The workshop was great for group work, I loved creating a song together.
- It adjusted to peoples' strenghts and was excellent for joining people together.

Confidence

- It was a safe space that was easy to work in.
- It reminded me of how much I love singing.
- I felt very comfortable and spent beautiful moments with others.
- Michael's confidence flowed through the air and helped me to feel comfortable to sing.
- It gave me confidence to use my voice.
- I felt taller.

How did the process support you to grow as a global citizen?

- Through creating collectively.
- It gave me loads more confidence, I'm feeling much taller, tuned in with myself and feel like I can take on anything now.
- Music is a universal language.
- I went from feeling I had nothing to offer in the area to wanting to know more, more, more!
- By working together, building bridges, music is music in every culture.
- Music connects us in a very natural and free way.

What inspired you most?

- The potential simplicity of creating music.
- Writing a song together.
- Michael's passion for music and desire to teach others as well. Even when it was difficult for me, he managed to explain it in very basic steps. I really liked his creativity.
- To discover the poet in myself and the composer.
- Michael's passion, enthusiasm and ability to see potential in all ideas - very encouraging would work great with young people.
- Michael's charisma and passion helped us to feel inspired, even though it is alien territory to me!
- Joining together through voices.
- Where to start? The fun, empowerment, encouragement, safety. Loved it all!



Creative brainstorming for global citizenship

Your Interests:
Art, drama, youth work,
non-formal education,
social and environmental activism.

Why do you think it is important for young people to be aware of their sense of global citizenship?

To recognize that they are part of a bigger world outside of their home town. For young people to be aware of themselves, to challenge otherness and encourage embracing differences, while helping to recognize that we are all very similar human beings in this world.

What mindsets, values and capacities do you feel are important for global citizens?
Open-mindedness, values for human rights, self exploration, critical thinking skills.

What are biggest challenges you feel are facing humanity and our planet?
Climate change, unfair economics and trade, gender inequality, discrimination in education.

What are some of the changes you would like to see for the future?

Bigger investment in renewable energy sources, a change in people's attitudes towards climate issues from being aware and unactive to aware and active. Also, to develop the current industrialized model of our formal education system to accommodate all types of skills and abilities.



Camilla Kane

Workshop aims

To provide space for international participants to practice creative thinking skills, while planning creative actions as global citizens.

To follow the principal that ALL ideas are welcomed in ideation.

To exercise lateral thinking skills and potentially produce innovative plans of action.

To demonstrate the power of working in a team and support each other in putting ideas into action.

Competency aims:

Creative thinking skills, lateral thinking skills, ability to put plans into action, working in teams.

Format:

Workshop is delivered in two halves.

The first half promotes lateral thinking, pushing our minds to think of ideas outside of the box and connecting with one another as a team to form original ideas.

The second half exercises linear thinking to set goals for our ideas and realistic objectives for projects as global citizens.

Practical considerations:

The activity requires a big space to accommodate large table areas for groups to work in their individual groups and a clear space for warm-ups and games to take place.

Give lots of time for each exercise in the first half of workshop, to allow people explore their minds and to get their innovative ideas down on paper.

It is important to remind participants throughout the first half that it is about lateral thinking so they shouldn't focus on any one idea, everything that comes to mind should be written down and then moved on from.

Draw it



Purpose

To loosen up participants and remove artist's block.

To encourage teamwork and group support.

To help participants to get images down on paper to start brainstorming.



Time

15 minutes



Resources

Two large sheets of paper, bluetack, large markers.



Process

Place four sheets of card on the wall with a line down the middle of each. Split the group into two teams and ask them to line up behind one another facing a wall.

On top of each card there is a word, cover three of the words with card to be revealed in time throughout the game.

Each team has one minute to run to the board, one by one, and draw the first thing that comes to mind for each word on their side of the page.

Once the minute is up, the facilitator reveals the next word and the teams move in front this page and continue to race.

Participants have to really pay attention to the facilitator to make sure they are aware when it changes.

The team with the most images wins.

Reflect on what came up for participants at end of the game.

Paper clip



Purpose

The test measures divergent thinking across four sub-categories:

1. Fluency - How many uses you can come up with?

Don't think, just draw/write.

2. Flexibility - How can some of these thoughts group together to make bigger concepts?

3. Originality - How uncommon those uses are

(e.g., 'router restarter' is more uncommon than 'holding papers together').

4. Elaboration - Start to think now in the real world, elaborate on what these ideas could look like.



Time

30 minutes



Resources

Paper clips



Process

Developed by J.P. Guilford in 1967, this design thinking exercise stretches your creativity by giving you two minutes to think of as many uses as possible for an everyday object like a chair, coffee mug, or brick.

Here's a sample brainstorm for 'paper clip' uses:

- Hold papers together
- Cufflinks
- Earrings
- Imitation mini-trombone
- Thing you use to push that emergency restart button on your router
- Keeping headphones from getting tangled up
- Bookmark

Have the group explore the how many uses the paper clip has...Go!

Post it



Time

30 minutes



Resources

A selection of three different-coloured post-it notes, eg. yellow, green and pink.



Process

Hand out 3 different colour post-its to everyone in the group.

Ask everybody to write on the first post-it one thing that really excites them.

On the second post-it, write one thing that really annoys them and on the third, one thing they would like to change, either on a global or local level.


Stick up post-its on a wall in front of each group's work areas.


Discuss as individual groups what has come up on post-its and see if there is one common topic or area of interest they would like to focus their creative brainstorm towards for the purpose of the workshop.


For example if trees, pollution and ignorance came up a group might agree this interests them and decide to choose the topic of environment for their brainstorm.




Creative brainstorming

 Purpose
To develop ideas for ways participants in a group can think of creative ways to be better global citizens.

 Time
1.25 hours

 Resources
Large sheets of paper per group for brainstorming, markers.

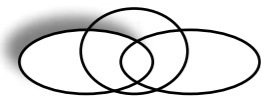
 Process
Follow this model of thinking when brainstorming:



Fluency

Have individuals brainstorm everything that comes to mind when thinking.

Rule: don't over-think, just write/draw whatever comes to mind.
Consider ways to connect what they write...



Flexibility

How do some of these ideas now connect?

Are they flexible?

Can they merge some of them together to make bigger ideas?



Originality

Can the originality of some of these ideas be pushed to do something different?

Change it up.

Maybe discover something no-one has ever done before?



Elaboration


Start thinking outside of the personal experience.


Ask why - Why does this interest you?


Why would it be relevant to others?


How - Think of all the possible ways to connect and carry out this idea.

S.M.A.R.T

 Purpose
SMART analysis as a group to set goals and consider realistic objectives.

 Time
45 minutes

 Resources
Sheets of paper with S-M-A-R-T headings spelt vertically down one side, markers/pens.

 Process
Give each group a sheet of 'S-M-A-R-T' paper.
The group must answer the questions which correspond to each letter of SMART.

Paul J. Meyer describes the characteristics of SMART goals in 'Attitude is Everything':

Your goal must be:

Specific (the aim should be very clear and positively formulated).

- What: What do I want to accomplish?
- Why: Specific reasons, purpose or benefits of accomplishing the goal.
- Who: Who is involved?
- Where: Identify a location.
- Which: Identify requirements and constraints.

Measurable (you can count the effect of your actions somehow).

- How much? How many?
- How will I know when it is accomplished?
- Indicators should be quantifiable

Atttractive (the group is attracted by the goal).

- Will it appeal to my target audience?
- How can the goal be accomplished?
- How realistic is the goal based on other constraints?

Realisable/resources (it should be possible to attain the goal within a certain time, with the given resources and energy).

- Does this seem worthwhile?
- Is this the right time?
- Does this match our other efforts/needs?
- Are you the right person?
- Is it applicable in the current socio-economic environment?

Time

- Does this seem worthwhile?
- What would timeline look like for this project?
- What would be achieved in 6 months?
- What can be achieved today?

Group presentation



Workshop reflections

How did the workshop help you engage with the following?

Participation

- By getting involved in new learning.
- With sharing of ideas and how to develop those ideas into feasible strategies.
- Ideas are better when created together.
- Through creative collaboration.
- Bouncing ideas off others helps ideas develop.
- Having to share ideas and build ideas together made us listen and dream and practically work ideas into reality.
- Participation is the first requirement for being active.
- By encouraging a sense of belonging and valuing my ideas.
- It made me want to be active and pay more attention.

Working in a team

- I felt that new ideas coming from combining each others' differences can be difficult.
- Through co-operation, listening to lots of ideas in a short time.
- Through co-operation, unity and collective thinking.
- When we are productive, more ideas will come out, responsibility will be shared, there will be more time for thinking.
- It helps to be open-minded and open-hearted to everyone.
- It develops love and respect for your peers.
- It was a good source of inspiration.
- With bubbles, energy and creative juices.

Putting ideas into action

- To work step by step makes it much easier to create realistic project ideas.
- It makes us indulge in a creative mindset.
- The workshop gave a really simple and clear plan to make it less daunting.
- We can create reality.
- By thinking about different steps and practical format for effective action.
- It's a good way to feel satisfaction.
- With proper time to work out ideas and challenge ideas before making them real.
- By making mad ideas possible.
- I want to make my group's plan happen.
- It gave me some techniques I can use to follow and keep track of my progress.
- I gained a good understanding of how to get ideas off the ground.

Creative thinking

- We synthesised a new idea from two existing ones.
- It got our minds thinking in different ways.
- We used thoughts and creativity, which were both structured and free, in order to compile loads of ideas.
- We learned a great new process for developing the smaller idea into something bigger.
- It made it easier to brainstorm, think laterally, openly and constructively.
- It was good seeing different perspectives and hearing how they also have good solutions.
- By thinking about different objects differently
- By connecting creative thoughts and making them achievable.

How did the process support you to grow as a global citizen?

- I connected, took notice, gave, learned and engaged actively.
- It showed me that a little idea can grow into a life changing action/process with dedication, belief and thought.
- It allowed me to think more broadly about global issues and how I can change them.
- It allowed me to not be afraid of big ideas or ideas that seem 'out there' at first, then it made achieving my goals less daunting.
- By enabling a vision of a better future by thinking about local issues.
- It helped me to generate better ideas that could actually work.
- We had to think together and had to accept each other's ideas by compromising.
- By showing and discussing different ideas.
- I felt a bit disappointed by the plan of action for our country, but it was useful at the same time. I recognised which difficulties I have with working in a group. I felt a good connection in the mind group and our creativity was amazing.

What inspired you most?

- Drawing without thinking.
- Pre-thinking turning into something realistic.
- The sense of joy and fun that come from non-linear thinking.
- The development into a practical plan.
- Using SMART in a creative process.
- Sharing ideas and considering things from another perspective.
- The different thinking styles that were used during all of the exercises.
- Sharing and understanding the complexity.
- The possibility to share ideas and create new issues.
- To see that by free thinking, the paper clip could be transferred to some things that are extremely useful.
- Bringing 'in the moment' mantra into practical action.
- Listening to all different opinions.
- I am inspired by the continuous confrontation between different people with different ways to see the world.

Reference

Aked, J., Marks, N., Cordon, C., Thomson, N. (n.d.) 'Five Ways to well-being. A report presented to the Foresight Project on communicating the evidence base for improving people's well-being', available: http://b.3cdn.net/nefoundation/8984c5089d-5c2285ee_t4m6bhqq5.pdf [accessed 1st Jan 2014].





Salta

Tackling the problem of abandoned houses by turning them into active spaces for minorities to meet and develop.

Fast forward!



Participants and partners

Participants

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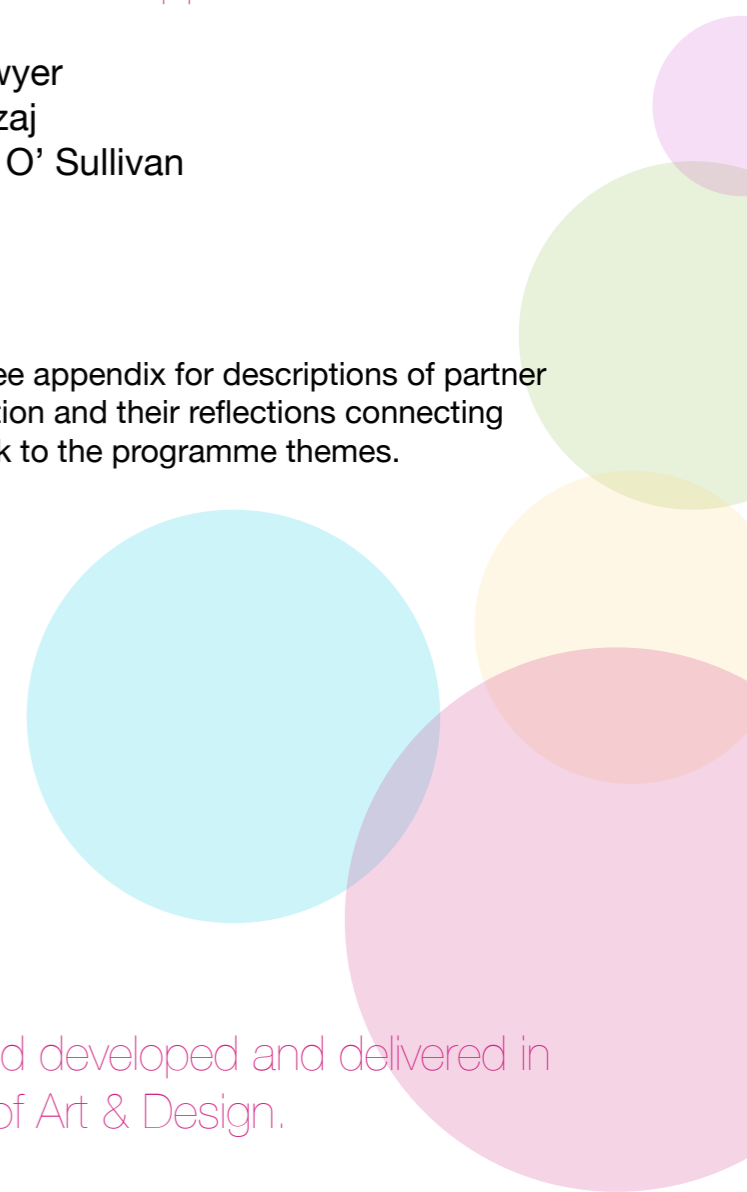
Organisations Involved

Colour-Space Association of Pécs, Hungary
Comhlámh, Ireland
Ferns Diocesan Youth Services, Ireland
Galway Diocesan Youth Services, Ireland
Limerick Youth Service, Ireland
Mallik Cultural Association, Sardinia
Malta UNESCO Youth Association
Self Help Africa, Ireland
Swan Youth Service, Ireland
Tandem Theatre, UK
Youth Work Ireland Cork, Ireland

Programme Support

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Please see appendix for descriptions of partner organisation and their reflections connecting their work to the programme themes.



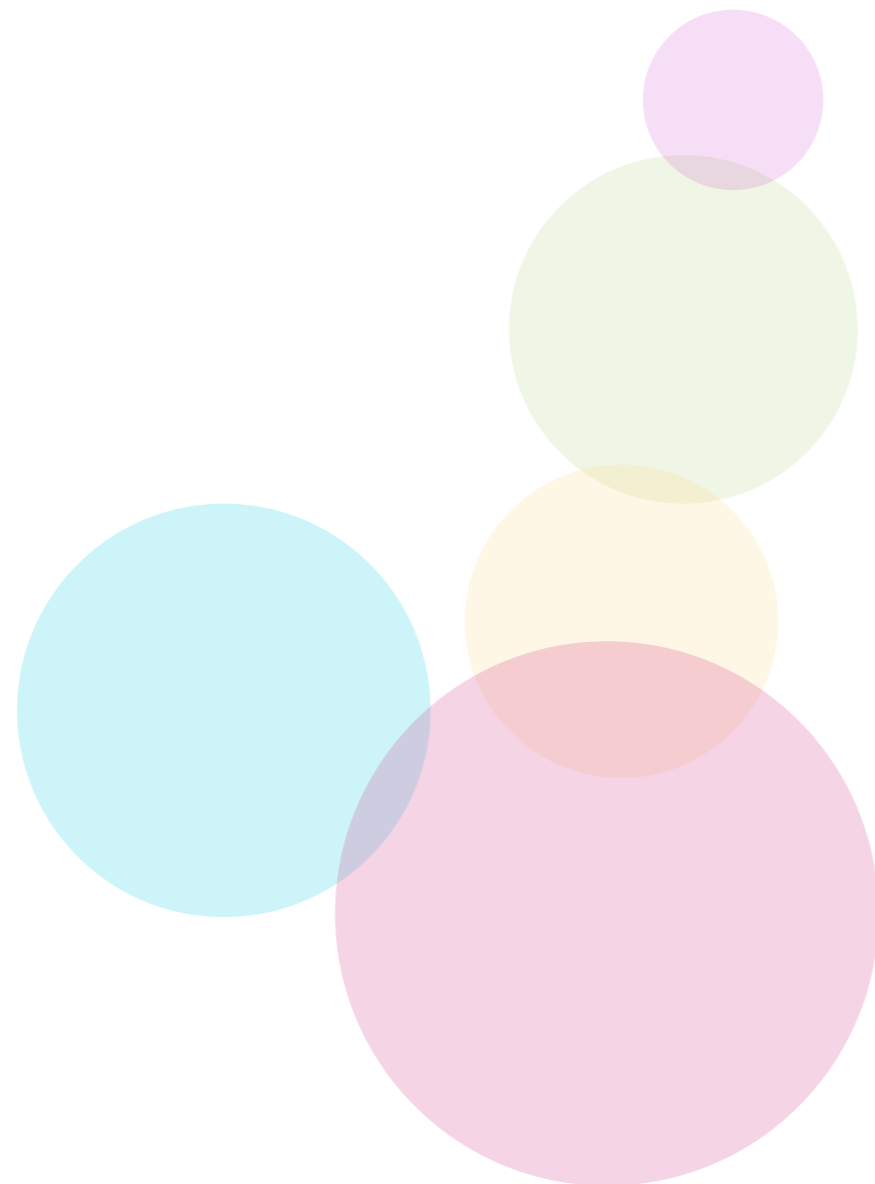


Appendix

Resource pack

Included is a five ways to wellbeing resource pack to use in your workshops.

Encourage your group to develop their own version of the five ways.



Five
Ways to well-being

Connect

With the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them.

Building these connections will support and enrich you every day

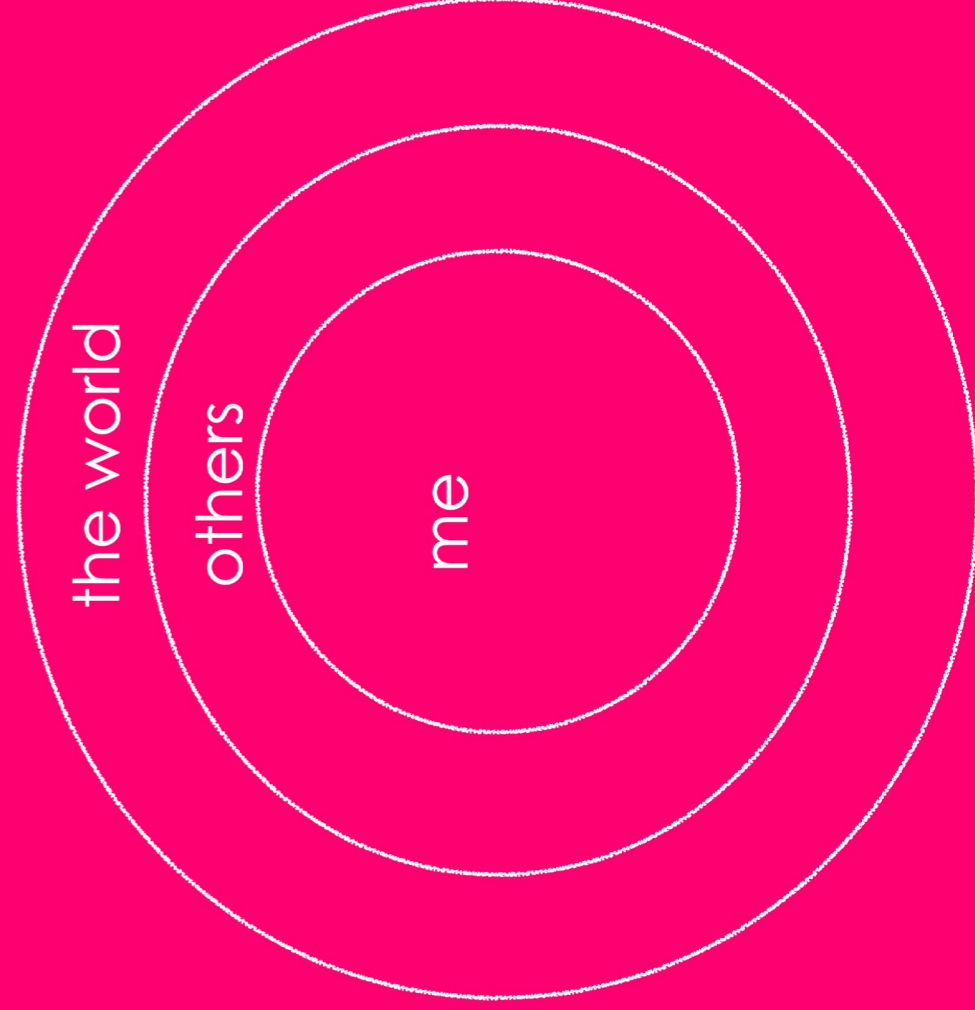
Five
Ways to Global
Citizenship

Connect

If we....

Connect

how does it impact



Five Ways
to Well-being

Take notice

Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.

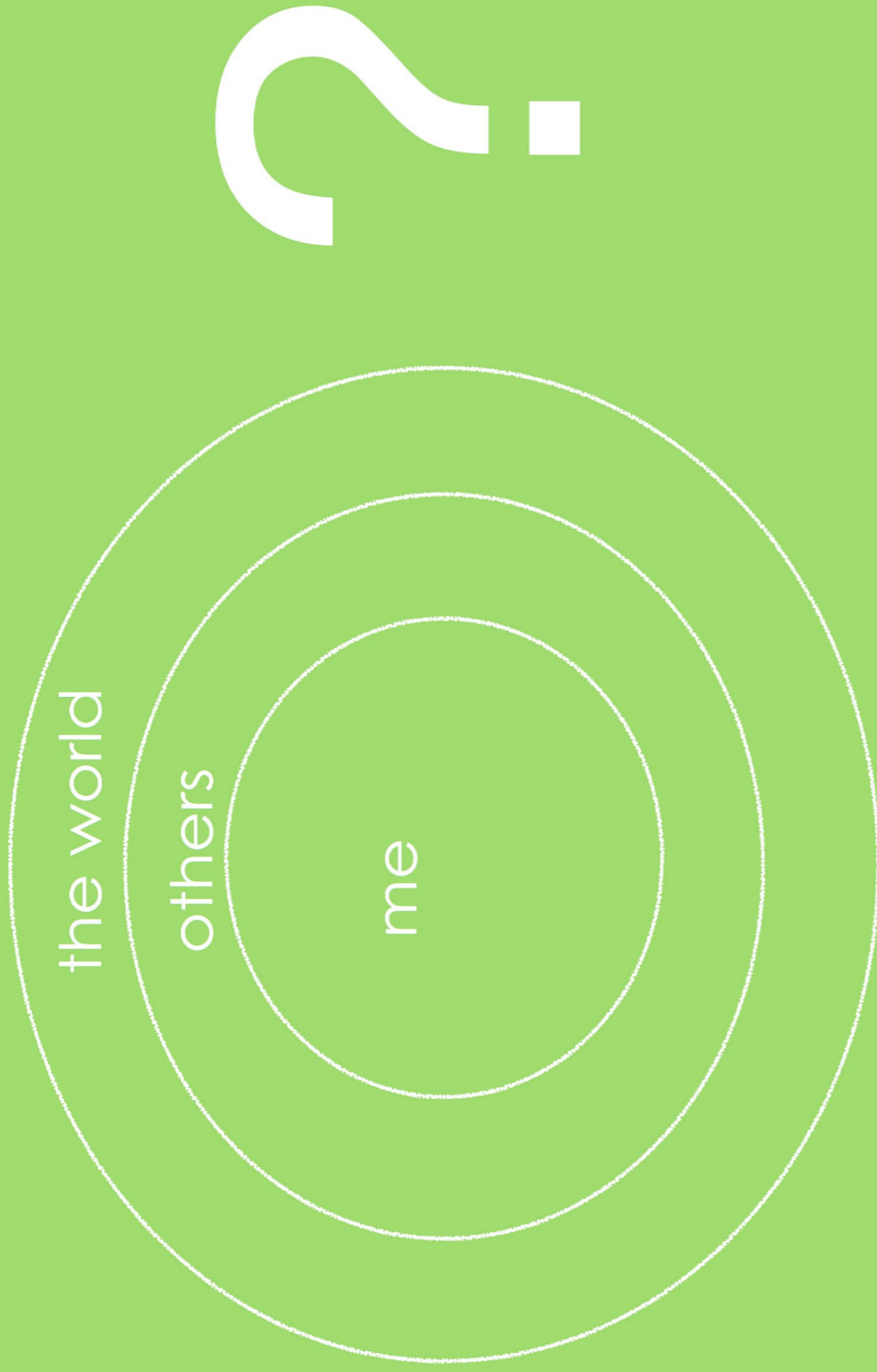
Five Ways to
Global Citizenship

Take notice

If we.....

Take Notice

how does it impact on us/others/the world?



Five Ways
to Well-being

Keep Learning

Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun.

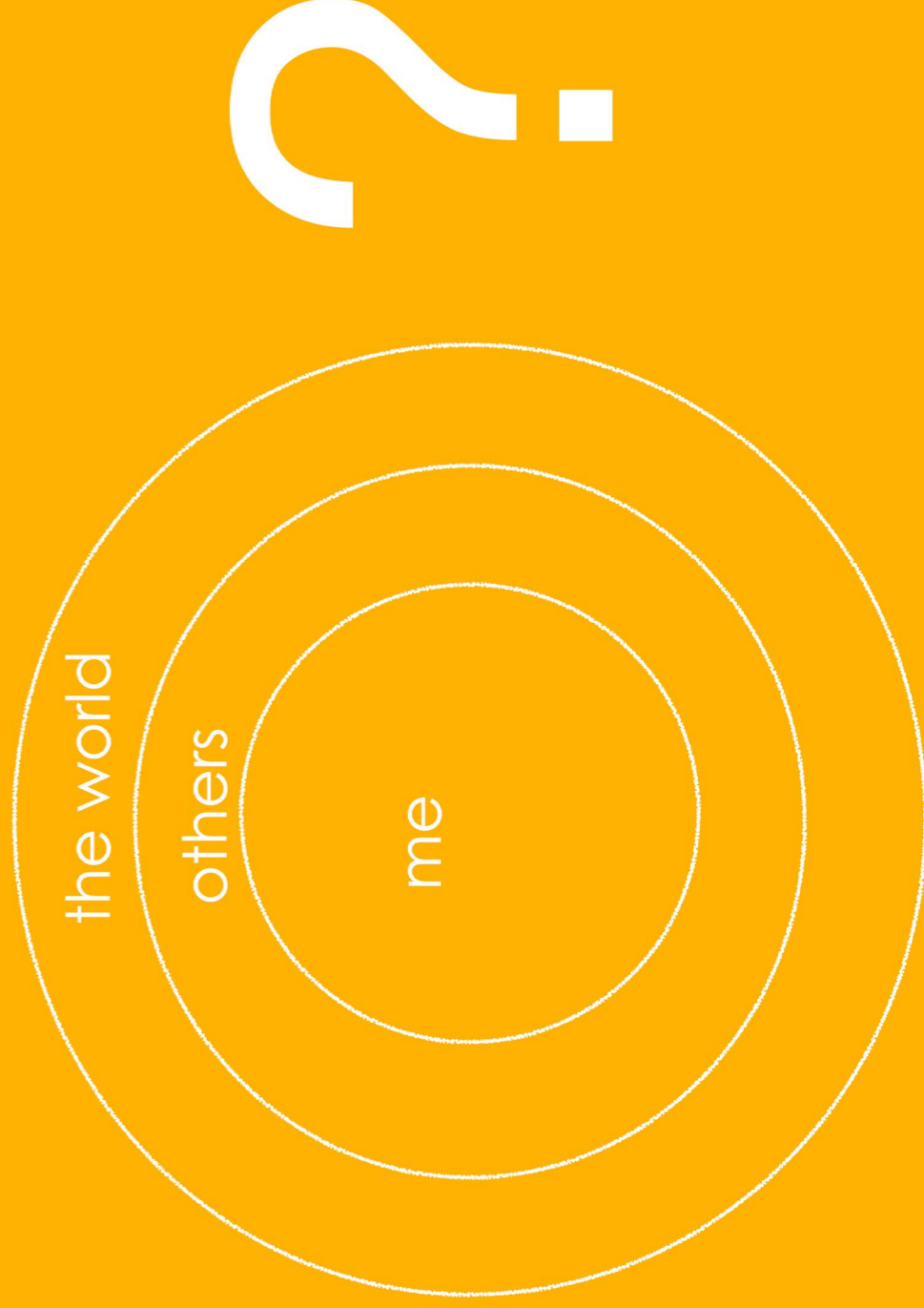
Five Ways to Global
Citizenship

Keep Learning

If we....

Keep Learning

how does it impact



Five Ways
to Well-being

Give

Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.

Five Ways to Global
Citizenship

Give

If we....

Give

how does it impact



Five Ways
to Well-being

BE ACTIVE

Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good. Most importantly, discover a physical activity you enjoy and that suits your level of mobility and fitness.

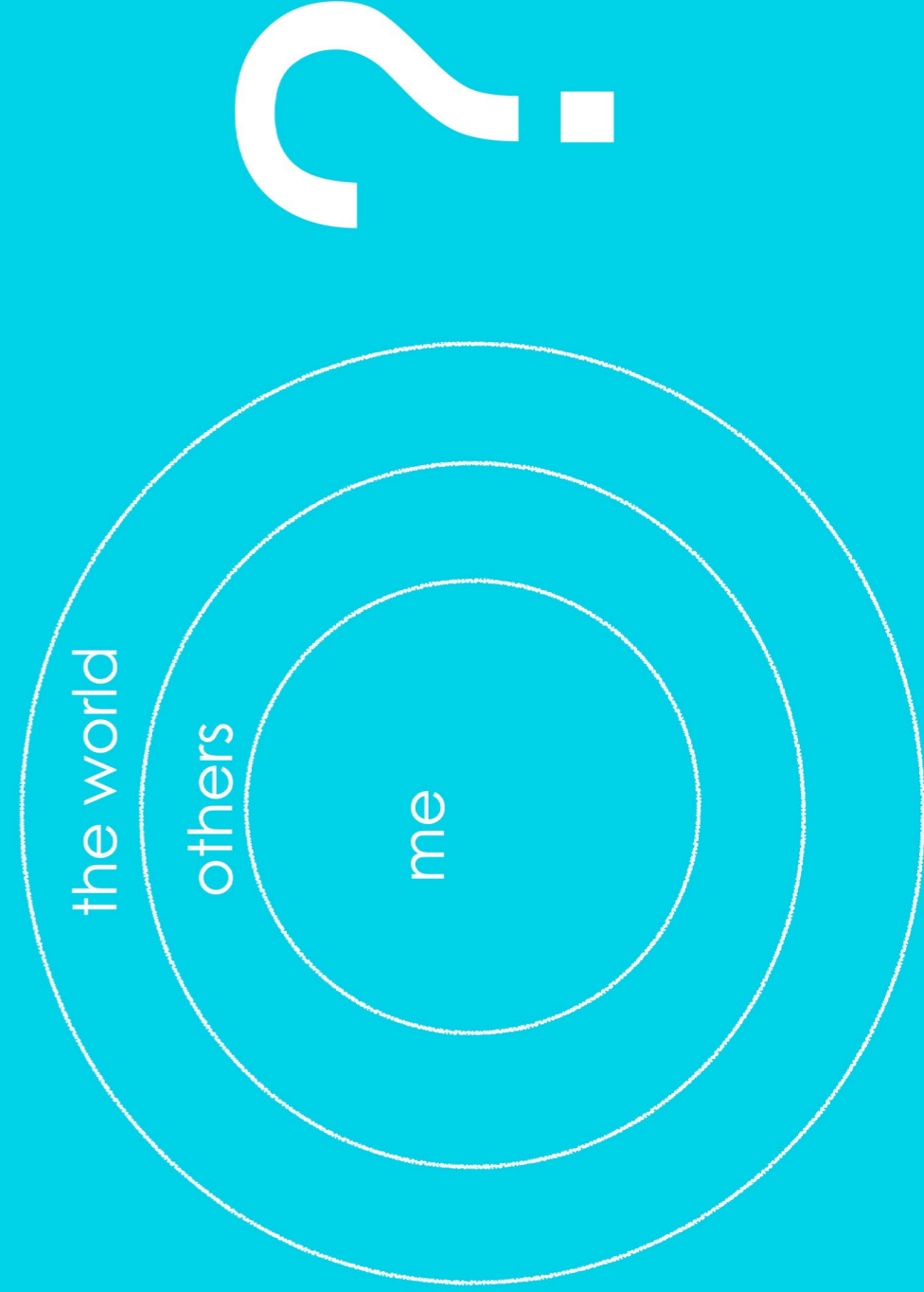
Five Ways to Global
Citizenship

BE
ACTIVE

If we....

dare Active

how does it impact





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