

ROUTE 3

GOOD WORK

**Step by step to an
environmental identity**

**Concept and coordination
learning routes by**

WIM KRATSBORN



12-25 years

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Come to gather

Routes, themes and steps

Aims

The basic questions and aims of the project To-Gather are:

1. What is going on in society and how can you gather knowledge about that?
2. How can you look at Europe from different perspectives?
3. How are the past, present and future linked with each other?
4. How can you develop your own identity as a democratic citizen in Europe in an active, cooperative, creative and empathic way? What does it mean to you and to the other?
5. How can you use aesthetics to understand reality, the self and the other?
6. What are the multi-cultural norms and values of the framework of human rights?
7. How can the 'multiple choice identity' and 'the five minds for the future' be developed in 'the multiple society'?

The 5 Themes

The five core themes of To-Gather are 'Identity', 'Family and Friends', 'Good Work', 'Migration and Mobility' and 'The Other' because they play an important role in the life of each individual as well as for society as a whole. Each route has its very own and special atmosphere, because they were all designed in different countries and for each route in different combinations. Wim Kratsborn and Tessa Schinkel were involved in the design of all the routes. The To-Gather team used multiple intelligences and differentiated sources, tools and working forms in order to balance structured and flexible learning. Route 1 'Identity' was designed in Slovenia and the Netherlands with music. Route 2 'Family and Friends' was designed in Portugal and the Netherlands with drama. Route 3 'Good Work' was designed in

Denmark and Slovenia with design. Route 4 'Migration and Mobility' was designed in Latvia and the Netherlands using objects and an exhibition and Route 5 'The Other' was designed in the Netherlands and Slovenia with performance. I will explain the structure of each route later. The themes can be imagined as a cycle or a spiral, because it starts with the own person, and then slowly expands towards the Other in relation to the self.

Real Life Learning

To-Gather is about 'real life learning'. We focus on the Other and it is important to us that the learner can transfer all issues to the own reality. To-Gather is also about knowing the unknown in order to make the worldview bigger. We do that in an aesthetical way, using music, art, drama, design, educational gaming, imagination, images and dance. It is about the own attitude within the framework of human rights.

The 5 Learning Routes

The five routes are in essence a cycle or maybe a spiral, starting with self related to the other in route 1 and ending in route 5 with the other related to the self. In the meantime the learner has gathered more knowledge, further and deeper insight and a better attitude. In the first two learning routes, 'Identity' and 'Family and Friends', we look at the private life and get a deeper understanding of the own 'bubble'. What is the relation between the self and the Other and what does it mean for the personal life within the family and among peer-groups. In Route 3 'Good Work' the learning space is widened to the creation of the own life-environment. Concretely the children design their own playground. Route 1, 2 and 3 are about the own private world and about the question how the own 'bubble' is linked to Europe. In Route 4 'Migration and Mobility' and Route 5 'The Other', the learning space is further extended to Europe and

the rest of the world. Why are people migrating and what are the consequences for the land of arrival and the land of departure? The final route 'The Other' is an opportunity and invitation to get to know and mix different philosophies of life. An extra task is the organisation of a festival and this may be done after each route or after all the 5 routes have been followed. The own learning process can be visualised through a festival and shared with other learners in Europe using www.to-gather.org.

Each route follows 7 Steps as a way to develop active and democratic citizenship. The learners are invited to open their senses, gather knowledge, solve real life problems, communicate, create and present a product. This enables the own reflection and application of the subjects into reality.

The 7 Steps

Each step is a phase in the learning process and a step towards an own identity as a citizen: 'the zone of proximal development' (Vygotsky). It is a learning-and a living-strategy. Step 1 is a sense opener. What does the subject mean to the learner? Step 2 is based on knowledge and theory and in Step 3 this knowledge is applied in reality. In Step 4, the learners communicate and reflect on the previous steps and prelect on the next ones. Step 5 is the preparation and Step 6 the presentation of the theme. Step 7 is a reflection and an integration of the route into reality and the own behaviour. What can I get out of this and how can I use it for my own life? The structure and phases of each route are essentially the same for the four age-groups. However, the age-groups 3-6/7-11 and 12-16/17-25 are combined in the route-handbook, while the suitability of the tasks for the age groups is carefully indicated. Differentiation is realised according to the level of knowledge, the working and presentation forms and as a result, a learner could follow each theme four times between the ages 3 and 25 years.

The Structure

For the learning routes Tessa Schinkel and Wim Kratsborn designed a special structure that's useful in all the routes and themes. It provides general information for teachers in 'Come to gather' and continues to give a more detailed description for each theme in 'Hold the line', explaining the aims and giving a visual overview in the organizer 'The Bubble'.

'Braindrops' provides some theoretical background information with links to the book 'Europe makes sense' and other useful literature as well as aesthetical sources such as music, images and websites. Last but not least, each route is presented in 7 Steps for the learner and the teacher. Each step for the Learners Route is structured by 'Learner', 'Teacher', 'To-Gather' and 'Option'. Each step in the teacher route starts with preparation and then items are linked to the learners route. Learners will find attachments while teachers find a useful collection of knowledge, didactical tips and links to sources of knowledge, material and good practice from To-Gather-schools.

Even though there is a global structure that each student from 3-25 years should follow, we adapt to specific age-groups in terms of knowledge, working form and the materials used. But we also want to leave some space because each Step is a source of inspiration for you to develop further. As a To-Gather teacher you can use the basic structure we provide and adapt it to the level of your learners as well as to the educational setting of your country. We realized that it is impossible to produce one European learning route, because of big differences in education in Europe. However, we believe that every European will benefit from the To-Gather approach to learning as well as from the topics discussed. We witnessed a great diversity of ideas about learning strategies, didactics, level and ability of the learner and there's nothing wrong with that. Children in Ljubljana, for example, learn in a way that is completely different to what children do in the Netherlands. For example in Latvia the level of knowledge is higher and the children start to develop empathy and citizenship already about 2 years old. Students in Denmark learn more freely and creative, while students in Portugal and Latvia ask the teacher to give knowledge and a clear structure. Feel free to follow the route as we designed it or make and take your own steps and create a route that is suitable for your circumstances. That is exactly what the learners and teachers did during our practical tests between 2006 and 2009. Just make sure to share your experiences on www.to-gather.org. We will be happy to facilitate a lively discussion on our website between teachers all over Europe because in our eyes, collaboration is the way forward.

The challenge of To-Gather, the European Multiple Choice Identity project is to design learning routes that are concrete and open, structured and flexible, knowledge-based and creative, learner-centred and teacher-centred, individualistic and cooperative, universal and diverse, national and European. We give basic knowledge and we try to find a balance with creative learning. It's up to you to gather more knowledge or to find other creative working forms or tools. The route is learner-centred, but in each step you have a guiding as well as a leading role by giving knowledge or instruction. That's why we also designed a teacher route next to a learner route. The route for the age-group 3-11 are directed to the teacher, while the routes for 12-25 are directed to the student. Furthermore we emphasize cooperative learning, but in some steps the learner has to work individually. Also the assignment is individual. Finally we try to be multi-perspectivistic by looking at a theme from different cultural and national points of view, while leaving for an own interpretation. Each route is about sharing responsibility of the learner and the teacher and each step is meant as an anchor during the learning and teaching process. We give material and suggestion and it's up to you how to use it with your own children or students in your own country. We are looking forward to hear your feedback on www.to-gather.org.

Hold the line

The route Good Work has to be used as inspiration. The basic idea of the social-constructive attitude to the learning process is the importance of ownership, which means that near surroundings and the life of the participating learners are the subject of the learning process. This route is about 'good work' with a special focus on the relation between the students and nature. Besides caring for nature, 'good work' is also about thinking social, urging for fairness, acting meaningful and raising awareness for situations that could be improved. Good work should be part of 'the multiple choice identity' because it is a living- and a learning-style. Good Work is 'real life learning' because it invites the students to become sensitive for their own environment and to re-create their space of living. The keynote of this route is the interaction between human being and nature, particularly the human influence on, and dependence of, the environment. That means 'good work' in this context is about the human impact on nature and the own environment as such. Good work should be excellent and of high quality as well as ethical, ecological, meaningful and in accordance with the values of human rights.

The route Good Work is about taking responsibility towards nature, the self and the Other. Furthermore, 'good work' should be esthetical, beautiful. These are the three E's. That is why students will gather knowledge about good work from different entry points. They will visualize 'good work' with a presentation and finally internalize it, which gives them the opportunity to practice good work in reality. Finally, as in the other four routes, the interdisciplinary perspectives and especially the involvement of aesthetics means and artistic effects must be given priority in terms of the gathering of information and knowledge, as well as in the production and presentation of the project. Good work is a challenge and 'hard fun'. It is about an own environmental identity as part of 'the multiple choice identity'.

In Step 1, the students experience different kinds of situations involving: different kinds of surroundings, nature, buildings, tools, materials etc. What is to be presented should be aesthetic, artistic and of special interest to the actual age group. The teacher entertains. In Step 2, the students use their own experiences and living space when they research their own "backyard". They share their experiences with classmates and they are also presented with facts and knowledge about good work in the past and the present. The students are introduced to aesthetic tools such as arts and crafts as well as electronic media. They work with different materials and in order to improve their skills. Gradually, the students become life-artists and create their own art of living

towards nature. In Step 3, shops, museums, factories, playgrounds, sculpture-parks, nature centres and other institutions and professionals are visited. The teacher provides facts and matters. In Step 4, the students exchange ideas and problems with other participants. They also communicate about eight perspectives to look at good work. The way of imagination and activation is "The To-Gather-Park" or in rooms and models inside school. They select a problem and a strategy. The teacher works as supervisor. In Step 5, the learners prepare a program on their own level or for a specific target group using the 7 Steps of To-Gather. They may make sketches, construct models, make descriptions, PR, prepare presentations, etc. The teacher works as instructor and supervisor. In Step 6, the presentation is done on the own level or on the child's level. An alternative is that the results are presented in a public context (for example in an exhibition hall, a town hall, a shopping centre or a park). The lecturer assists. Step 7 about reflecting on the route and about exchanging experiences and solutions, where new tasks might be formulated. The teacher gives feedback. How will this route be internalized in the behaviour of the students? They make a plan to realize that in their own life environment. On two three let's go.

Aims

Cognitive:

- The learners get to know and understand 'work' as a basic human condition and 'good work' as a human value.
- The learners distinguish examples of 'good work' and examples of 'bad work' using the two different entry points: the near/local environment and the global environment.
- They become aware of their own norms and values and those of others.
- The learners learn about good work in a constructive way using multiple intelligence and design/architecture.
- The learners become aware of the potentials of good work /design and the importance of interaction with nature.
- The learners relate good work to human and children's rights.
- The learners learn empathy by being introduced to the living situations of others, who may not be protected by human rights.

Key terms

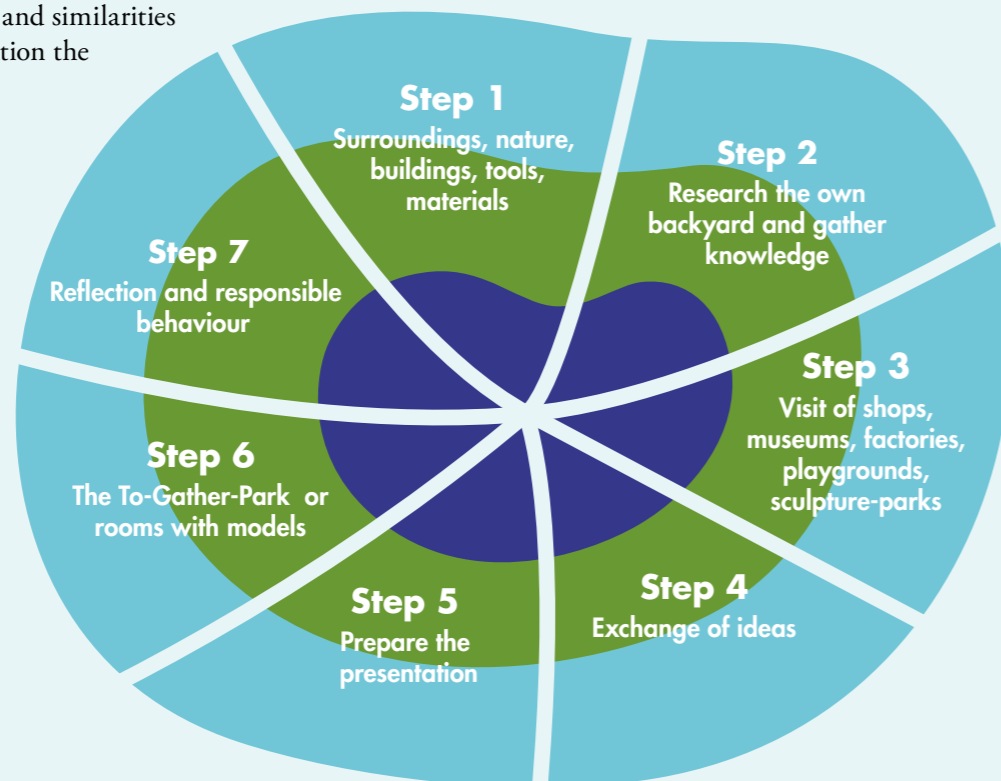
Interaction between man and nature. Environmental identity. Good work/bad work (related to human rights). Leisure time (related to human rights). Norms and values. Differences and equalities between European countries. The European environment. Differences and similarities within Europe and in relation the rest of the world –the global environment.

Affective:

- The learners learn that good work and interaction with nature is very important for every human and the survival of mankind.
- The learners become aware of their own responsibility.
- The learners make their own choices during the route. In this way their involvement and inner motivation will increase. This may lead to maximal contribution.
- By working together and by sharing visions, knowledge and experiences we give priority to learning as a social process (empathy/interpersonal- and intrapersonal intelligence).

Attitude:

- The learners become aware of their own attitude towards nature, human and children's rights, norms and values, and they also become aware of the attitude of others.
- The learners internalize the good work of others and share it with them. The learners develop an understanding of the importance of having an open ear, an open eye and an open heart. During Route 3, the learners will advance their creativity, intention and sensitivity.
- The learners learn to react on bad work.



Braindrops

Read Chapter 2.1 'Welcome to the multiple society' and Chapter 3.1 'Plug in to gather' in 'Europe makes sense'

How is the environment affected by different sounds ,noise and silence?

How does music deal with our relation to our surroundings?

- Silence Attali, Jacques. 1985. Noise: The Political Economy of Music, translated by Brian Massumi, foreword by Fredric Jameson, afterword by Susan McClary. Minneapolis: University of Minnesota Press. ISBN 0816612862 (cloth) ISBN 0816612870 (pbk.)
- Bandt, Ros. 2001. Sound Sculpture: Intersections in Sound and Sculpture in Australian Artworks. Sydney: Craftsman House. ISBN 1877004-02-2.
- Cage, John. 1961. "Silence: Lectures and Writings". Middletown, CT: Wesleyan University Press. (Paperback reprint edition 1973, ISBN: 0819560286

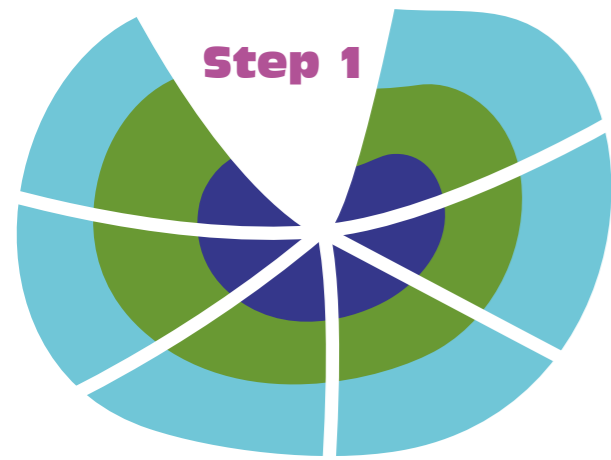
Read 'Good work' by Howard Gardner, Mihaly Csikentmihalyi and William Damon

Go to the webpages of the participating countries:
www.visitdenmark.dk / www.holland.com / www.visitportugal.com
www.latviatourism.lv / www.sloveniainfo.si / www.virtualltourist.com
 Look for trends in design, architecture and landscaping.

Internet-links :

www.snohetta.com, www.world-architects.com
www.awb.iohome.net, www.architectswithoutborders.com
www.SmartDraw.com, www.cfmoller.com

Search for poems, stories and movies about good work and environmental identity.



Sense opened citizen.

Aims

- To gain a better understanding of our dependence of nature.
- To open the senses for good work.
- To get an idea of how to distinguish between 'good work' and 'bad work'.
- To gain a deeper insight into to the balance of nature and to the human interaction with nature.
- To present examples of "natures design".

Learners

Prior to the first lesson, each student explores nature and relates it to their own behaviour. They gather material such as images, objects, music and information in their 'To-Gatherbag' about their own Good work and take it to school.

To-Gather

The learners discuss their sense openers, related to the 'To-Gatherbags'. Good and bad experiences are shared. They also reflect on their dreams for the future:

- What good work would I like to do?
- How would I like to spend my free time?
- What would we like to keep from our surroundings and what would we like get rid of?

The teacher and the student discuss and define: What is 'good work' in relation to nature?

Meanwhile music is played about the relation between man and nature from the 'To-Gatherbags' (tips: 'Heim' by Sigur ros or 'Music for Friends of the Rain Forest by Gomer Edwin Evans).

Circle talk about a poem about nature such as:

*Only when the last tree has died
And the last river been poisoned
And the last fish been caught
Will we realize we cannot eat money (Cree Indian Proverb).*

Alternatively, circle talk about art such as 'La condition humain' by Wim Kratsborn about the relation between man and nature (see attachment 1).

Learner

They enter the project by visualizing what good work means to them. This visualization should not require much preparation and could be a story, a drawing, a pantomime, a dance, a piece of music, a song, a painting, a collage.

- The visualization is documented (digital photo/video) and copied to the To-Gather- booklet. This booklet is also used for notes.

To-Gather

The learners play a role-play as a class about chances and possibilities to do good work. Each learner takes on a different character with questions in mind about good work.

Examples for characters: a disabled girl, a rapper, a doctor, a nurse, an elderly person, a sick person, a truck driver, a fisherman, an architect, a designer, a homosexual boy, an economist, a politician, an activist, a soldier, etc.

Examples for questions: How was your childhood and youth? What "good work" did you do with your friends? What are your best experiences with nature? What are you doing in your free time? What are you afraid of in the future and right now?

Hold a circle talk about the interaction and the roles.

Learner

Write down all elements of the circle talk that relates to 'good work' and 'bad work'.

Teacher's route

Step 1

Preparation

The teacher will have to visualize and explain what good work is and what bad work means. The learner should also find it out for himself. The route is designed according to a social constructive pedagogical approach. The starting point is the living space of the learners, including near surroundings and the artefacts that are typical in their environment, the buildings, the museums, the communities.

- The environment is understood as the living space of the learner. It is the particular architecture, the people from the neighbourhood and typical day to day situations of the town/city.
- The opening question is :
How do the surroundings affect us and what impact do we have on our surroundings?

- During the route, the learners learn about the interaction between humans and nature in general and their own interaction with their environment in particular.
- The learners are introduced to design and architecture in relation to "good work".
- The attention for human rights and sustainability are the parameters of this route, which means that the quality of architecture and design are measured in relation to human rights and sustainability. The learners are invited to design and to do 'good work' in relation to their near surroundings and the surrounding nature.



Knowledge based citizen

Aims

- To learn to know and to appreciate each other's points of view.
 - To relate to previous routes.
- To gather knowledge about 'good work' in the past and present.
 - To make an exhibition of photographs, materials or objects.

To-Gather

Students involve their own experiences and research their own 'backyard'. They try to characterize their actual surroundings and exchange and share their experiences with the classmates.

Teacher

He provides knowledge about good work and environmental identity in the past and present, using different entry points. The 3 E's: excellence, esthetics and ethics (see attachment 1).

Learner

The learners relate it to their own identity (route 1) and the relations with family and friends (route 2). The accent lies on the ideas and emotions that appear in the learners' mind. Individual norms and values are essential for the learning process. The learners gather knowledge about good work in the past and present. The essence of good work is approached from both an individual and a collective point of view.

The students visualize their relation with nature in 'the bubble' (see attachment 2)

Learner

The students are introduced to aesthetic tools such as arts and crafts and electronic media. The students work with different materials and train their skills of working with different material. The lecturer works as instructor.

Learner

The learners take pictures and collect music, film fragments, clips, sounds or objects about good work of their living environment (family and friends, school, nature or fantasy).

The items should illustrate:

- My favourite artefact (the piece I prefer the most).
- The ugliest artefact (the thing I dislike most/the ugliest).
- An example of good work.
- An example of bad work.
- An example of a good way of using free time.
- An example of a bad way of using free time.

To-Gather

- Make an exhibition of the artefacts that were collected.
- Each learner explains their artefacts (the material that was collected) and why it is special to him/her.
- They try to describe this meaning in a poem or in a short story. The exhibition 'Good Work' and the poems and stories can be read by all learners. Everybody talks about it while they are walking around in the exhibition.
- The poems/the short story is written down in the To-Gather Booklet.
- The 'presentation' is recorded (3/4 minutes) and put on the own school-website and www.to-gather.org.

Teacher's route

Step 2

Preparation

Gather knowledge and images about good work and environmental identity. The sources of knowledge should be facts and figures as well as aesthetic sources such as arts and craft, images, paintings, music, etc.

Gather images and music to explain the 3 E's: excellence, esthetics and ethics

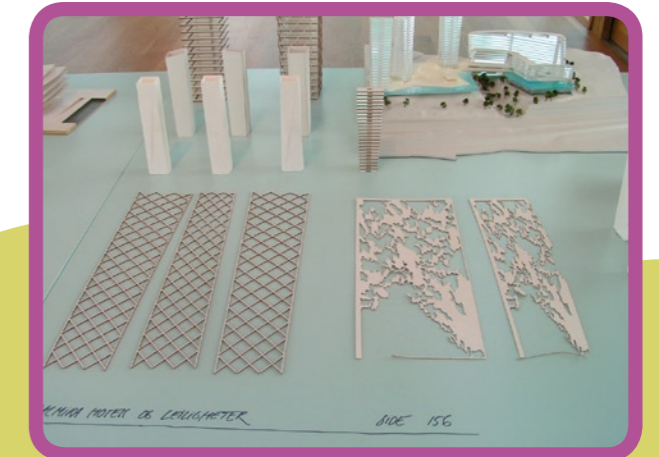
Organise and prepare a room for the exhibition.

Instruction and coaching

The teacher presents facts and knowledge about good work and environmental identity.

Motivate the students during the making of an exhibition of photographs, materials or objects.

Visualizing in 'the bubble' the relation between the student and nature.



Body of knowledge

Human identity and environmental challenges

From: 'Meeting Environmental Challenges: The Role of Human Identity/WWF)

Identity refers to people's sense of themselves, or who they think of themselves as being. In this publication, we highlight three aspects of human identity that empirical research has shown are associated with decisions that often serve to frustrate optimal responses to environmental challenges. These are: people's values and life goals; their differentiation of others into in-groups and out-groups; and the ways they cope with fear and threats.

Values and life goals

Values and life goals are the aspects of people's identities that reflect what they deem to be desirable and worth striving for in life. Substantial research demonstrates that values and life goals are higher-order motivations that organise the more specific attitudes and behaviours that constitute many aspects of people's day-to-day lives.

Cross-cultural studies attempting to categorise the content of people's values and goals have identified around a dozen sets of values and goals that consistently emerge across nations. Among these values and goals, one set of aims has been consistently associated with more negative attitudes and behaviour towards non-human nature: the relative importance individuals place on wealth, rewards, achievement and status. For example, studies show that to the extent people endorse these self-enhancing and materialistic values, they report engaging less often in positive environmental behaviours. Experiments using game theory simulations of natural-resource management further support these results: groups of experimental subjects who score relatively highly in materialistic goals are found to exploit simulated forest resources at intensive and ultimately unsustainable rates. Finally, data at the national level also demonstrates negative associations between environmental behaviour and these same values; even after controlling for gross national product (GNP), countries in which citizens placed a stronger priority on values such as wealth, achievement and status were found to have higher per capita CO2 emissions.

In-groups and out-groups

Another defining feature of a person's identity is his or her social identity, or the groups to which that person feels he or she belongs. Classifying oneself

as more similar to others on some dimension (e.g. race, sex) leads to the creation of both in-groups and out-groups. An extensive body of social psychological research demonstrates that people typically treat others in ways that enhance the standing of their in-group relative to the out-group, helping to explain the widespread phenomena of stereotyping, prejudice and discrimination. Some researchers, drawing on research concerning values and pro-environmental behaviour, have extended the concept of social identity to include a person's sense of belonging to nature. Much as with aspects of social identity, an environmental identity offers a sense of association and belonging to a group. To the extent that people consider themselves part of nature, or see nature as part of their in-group, research shows that they also exhibit more positive environmental attitudes and behaviours. For example, one large cross-cultural study of residents in 14 countries found that connectedness to nature emerged as one of the strongest and most consistent motivational predictors of proenvironmental behaviour.

In contrast, the tendency to define humans as an in-group which excludes nature is a consequence of a perceived split between humans and non-human nature. It seems that it leads to a heightened indifference to the suffering of both individual non-human animals and the destruction of the non-human natural world (including other species and ecosystems). Human attitudes towards other animals offer a particularly clear example of the human tendency to display prejudice towards non-human nature as an out-group.

Evidence for prejudice towards non-human animals comes from a variety of sources. For example, following a long established tradition for studying how people categorise human personality types, one study asked experimental subjects to rate themselves, someone they liked or someone they disliked on a series of English nouns that can be used to describe people. Analyses showed that underlying all of these ratings was a single dimension ranging from socially acceptable to socially unacceptable, and that a remarkable number of the nouns used to describe being socially unacceptable were animal words (for example, 'weasel', 'dog' or 'pest'). Other studies similarly show the tendency to associate out-groups with animals, documenting that

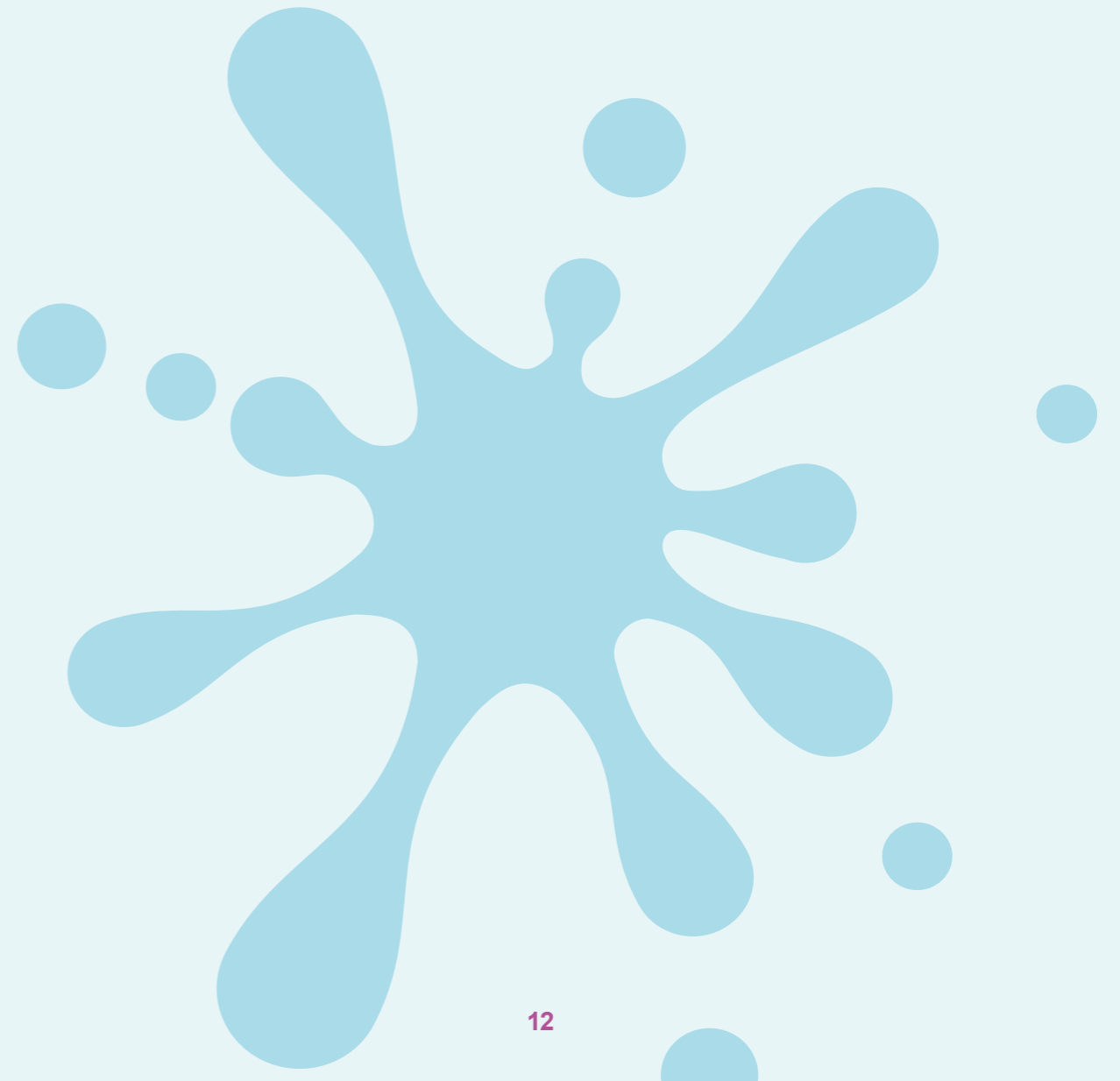
experimental subjects reported that members of their in-group are more likely to experience uniquely human emotions (like remorse, affection, pride and conceit) than are members of the out-group; such findings suggest that people deny out-group members some level of humanness by presuming that they exhibit a lower level of emotional development, comparable to that of non-human animals. It seems that there is a continuum between indifference of the suffering of individual animals and indifference to the loss of entire species or destruction of ecosystems, and that both these attitudes are driven in part by a tendency to see non-human nature as the ultimate out-group. The tendency to define non-human nature as an out-group frustrates the emergence of a stronger connection to nature, which is known to be associated with more pro-environmental behaviour.

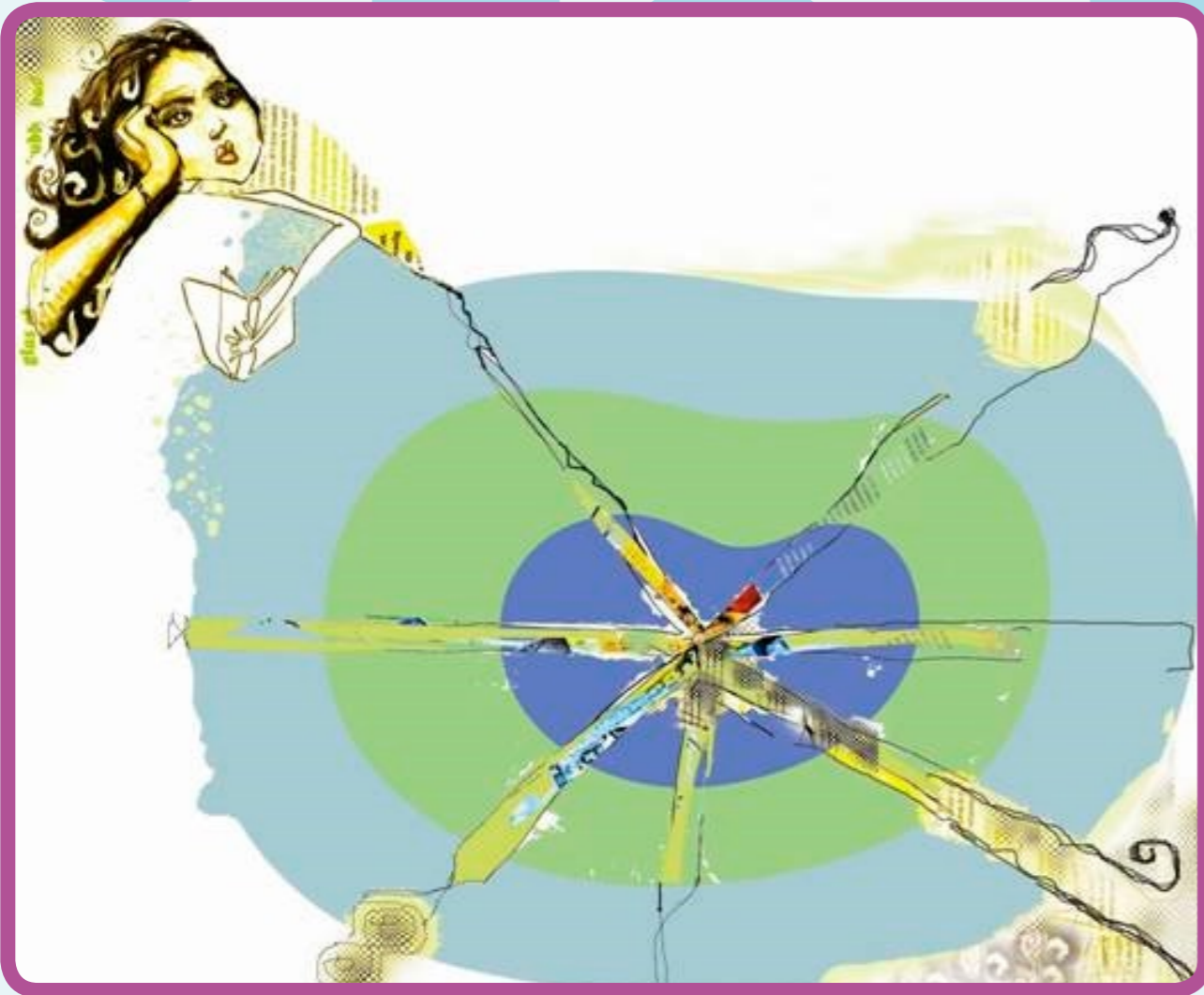
Coping with fear and threats

A third aspect of human identity concerns how humans attempt to manage threats to their existence, their self-esteem and the integrity of their identity. These threats often create emotions – such as anxiety, guilt and existential angst – which are not

only unpleasant to experience in their own right, but can also interfere with people's psychological functioning. Thus, people use an extensive array of psychological strategies to help them remove thoughts and feelings about anxiety-producing situations from awareness and to protect their identity.

There seems little doubt that awareness of the scale of environmental problems that humans confront can lead people to experience a sense of threat. Anxiety, guilt (a kind of moral anxiety) and threats to self-esteem can also result when people recognise their own complicity in exacerbating environmental problems. The impossibility of physical escape from environmental problems certainly propels some people to change the way that they live (in order to minimise their own environmental impact) or to engage in direct political action. But at the same time, many others deal with awareness of environmental crises through psychological coping strategies that either fail to motivate pro-environmental behaviours, or that actually undermine such behaviours. The psychological research suggests five different categories of such strategy.





'The Blue Bubble' - Noël Hariri



'La condition human' - Wim Kratsborn 1993



Problem-solving citizen

Aims

- To think problem-oriented about the relation between the self and nature.
 - To construct an environment or a model of 'good work'.
 - To visualize the eight qualities of space in 'The To-Gather Garden'.
- To gather knowledge and insight into the good work of NGO's, activists and Agenda 21.

Learner

They visit a park, nature, shops, museums, factories, other institutions and professional designers in reality or online.

Teacher

He presents the framework: 'The To-Gather-Places'. Using examples from design, architecture and nature.

The 'To-Gather-Places'

The teacher presents the history of human and children's rights, the principles of Agenda 21 and activities of groups about Good work (see attachment 3).

Learner

The task for the group is to construct or to create an environment/a model of an environment/or a situation, which reflects the ideas about 'good work', the interaction with nature and the balance of nature. They work with all kinds of material like glue, paper, paper carton, clay, pulp, metal and re-use of material.

Substance:

Total design, architecture, design, landscape-design. Use elements from Step 1 and 2.

To-Gather

Circle talk about dilemmas in the relation between humans and nature on the local and global level.

'Problem, problem, the problem is you' (From 'Problem', The Sex Pistols)

anchors are:

- 'To-Gather-Places'.
- NGO's.
- Activists.
- Good Work and Bad Work.
- Human and children's rights.

Teacher's route

Step 3

Preparation

- To gather information about the eight qualities of spaces.
- Prepare and organise the room/place for the To-Gather-Place.

To-Gather-Places

Coach and motivate the students to work on the construction of 'The To-Gather-Places'.

Talk to the students and discuss that they cannot tackle all issues/problems. Discuss reasons why someone is engaged with animal rights, while somebody else raises money for cancer research. At this stage it is important for the learners to not feel the 'burden' of having to 'save the world'. It is much more important to find one issue and be passionate about it.

Information

The learners are introduced to 'good work' of the past and the present different entry points. They also look at their own quadrant and at other quadrants of Europe.

The learners are introduced to the principles of Agenda 21 (see attachment 3), NGO, activists and Good work and Bad work

They are also informed about the history of human rights since World War II and on Children's rights since 1989.



The "To-Gather-Places"

The peaceful and quiet part Purpose: to be able to find peace with yourself and the surroundings.	The wild and unspoiled part: to be able to dream, to be fascinated, to imagine.	The rich of species and optimistic part. To be able to observe and understand how nature functions.	The spatial, thought-provoking and recovering part. To be able to be physical active and at the same time get new inspiration and "steam".
The open and social part. A place to be with other people in order to have different activities together.	The confident and well-defined part. A safe place where you can bring different generations together.	The urban, pleasant and amusing part. A place where you can entertain, be entertained or just hang around together with others.	The historical and cultural part. A place where you can reflect the past, the present and the future. A place that presents actual political and human problems.

The eight places

The eight places used in route 3 are inspired by the work of professor Patrik Grahn at the The Swedish University for Agriculture, Alnarp near Malmö.

The eight places are used in the therapeutic work with traumatic stressed people but are also used as parameters in landscape planning. In this case we use the eight places as inspiration and challenge in order to do "good work" and create environmental identity.

The following description is inspired by the ideas of Patrick Grahn and added personal points by the author:

1. The peaceful place.

Expresses the human beings need for finding a calm place. The sound of wind, water, birds and insects dominates over traffic and stressed people hurrying around. In such environments where you are looking for calmness and quietness, you do not want to be disturbed by noise, or garbage or disturbing people.

2. The wilderness.

This place is about fascination of the wild elements in nature. Here you find wild plants. Also you find moss and rocks. The paths in the wilderness look as if they have been there since beginning of time. The place is as formed by nature itself or some mysterious power. This gives the place a special atmosphere. If magic is to be found, it is here.

3. The rich of species place.

This is the place rich of both living animals and plants. Also here you might experience other species such as fish and other water species in a pond or in aquariums. The place is rich of spices and vegetables as well as trees with fruits. Here are also many kinds of stones as well as flowers. This place is a combination of a farm, a botanic garden, a zoo and a vegetable garden.

4. The place for thinking and physical recovering.

This place gives the visitor the possibility to visit "another world" where you can breathe and stretch out without being directed by signals or signs. Here you can take a long walk or run without being disturbed and this in combination with producing endorphins gives you the possibility to clear your mind and your body. This place challenges the "body-intelligence"/the spatial intelligence.

5. The open space.

This place is the open, central green place. This is where the circus tent is being placed or where you make the annual flea market. Maybe you play different kinds of ball games, fly with dragons or maybe you have your picnic here. Places like this have existed all over and many places they still exist. But very often people have to fight politically in order to keep such places free of commercial interests.

6. The secure, confident and safe place.

This place is demarcated in order to give the visitor peace in mind and feel safe. The place is also constructed so that it gives you possibilities to communicate and work together with others. For instance also across the generations. Here the grandparents and the grandchildren can spend time together. It could be working together in an atelier or at the playground where the children use their energy while the parents or grandparents enjoy the situation and the surroundings. Also they could work together in small gardens or build greenhouses or playhouses.

7. The urban place.

This is the place focused on the social life. This is where people meet and sweet music arises. This is also the place where you hear the street musicians and here you might run into a jam session. Here is also all kinds of trade. Also here are different kinds of places where you can eat and be entertained.

8. The cultural place.

This place is the place where people experience aesthetic and intellectual expressions. This is the exhibition and the museum. Also here should be the possibility to be informed by media. This is both the actual and the historical place. So besides being spectators there are also the possibility that people make their own exhibitions and show their projects in this place. This place is very much about narrativity.

Henrik Bak oct. 2009

Links

Agenda 21

Agenda 21 is a comprehensive plan of action to be taken globally, nationally and locally by organizations of the United Nations System, Governments, and Major Groups in every area in which human impacts on the environment.

Agenda 21, the Rio Declaration on Environment and Development, and the Statement of principles for the Sustainable Management of Forests were adopted by more than 178 Governments at the United Nations Conference on Environment and Development (UNCED) held in Rio de Janeiro, Brazil, 3 to 14 June 1992.

The Commission on Sustainable Development (CSD) was created in December 1992 to ensure effective follow-up of UNCED, to monitor and report on implementation of the agreements at the local, national, regional and international levels. It was agreed that a five year review of Earth Summit progress would be made in 1997 by the United Nations General Assembly meeting in special session.

The full implementation of Agenda 21, the Programme for Further Implementation of Agenda 21 and the Commitments to the Rio principles, were strongly reaffirmed at the World Summit on Sustainable Development (WSSD) held in Johannesburg, South Africa from 26 August to 4 September 2002.

You will find the link to agenda 21 here: www.un.org/esa/dsd/index.shtml#www.un.org/esa/dsd/agenda21/ Who? What? When? Why? Where? How?



www.youtube.com/watch?v=dKdZYmTT9A&feature=related

This is a good song for the younger children: Jack Johnson: the 3Rs – Reduce Reuse Recycle

www.youtube.com/watch?v=D8BwXp7ICs0&feature=related

Deforestation: www.youtube.com/watch?v=G-GUv4zRHRc

www.youtube.com/watch?v=eKIgIeUBDdE

Animal rights: www.youtube.com/watch?v=VTZQnQeAPJc (prepare the students. It's not an easy watch!)

Sweatshops: www.youtube.com/watch?v=voVgTkTUKFc&feature=related

www.youtube.com/watch?v=pTIfY9SmJdA&feature=related (an 11 year child worker interview)

www.youtube.com/watch?v=ROCRJ9-QRPI&feature=related (who made your clothes?)

Fair-trade: www.youtube.com/watch?v=NZpUwCfINh8

Global Warming: www.youtube.com/user/earthactivist#p/a/2/c0fFagAOvAk (this is a good channel with short videos, powerful pictures and music)

www.youtube.com/watch?v=zVu9eawb1QY (Greenpeace)

Good websites: www.euro-ecocitizens.com / www.efseurope.co.uk/toes/index.php?option=com_content&task=view&id=46&Itemid=86&lang=en



Communicative citizen

Aims

- To communicate with other students about Good Work, 'The To-Gather-Places', human and children's rights and the environmental identity as part of 'The Multiple Choice Identity'.
- To reflect on the presentation in Step 5/6.

To-Gather

The learners present the model of Step 3 in the entrance hall of the school to showcase their ideas about 'Good Work'.

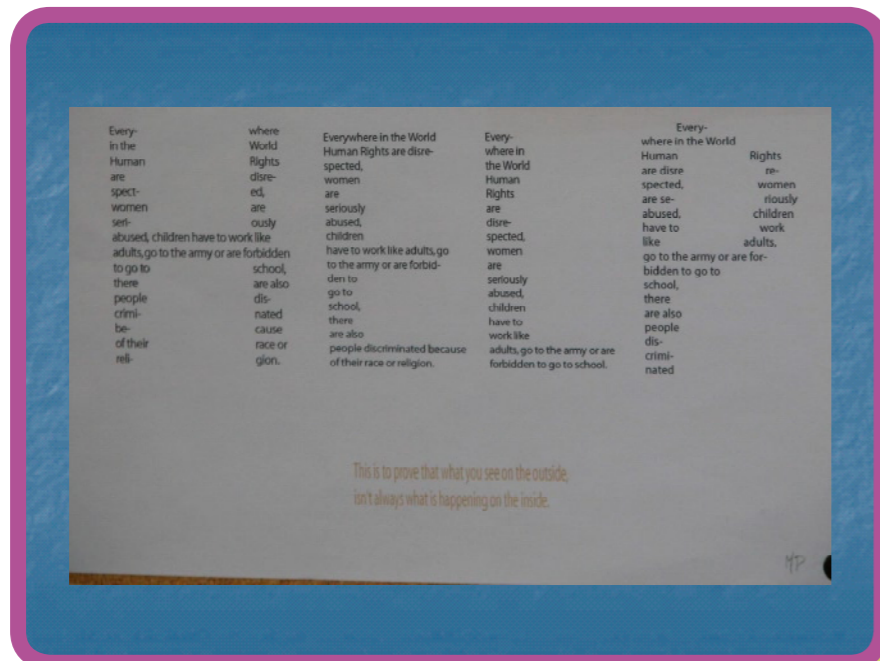
They talk with other students about the relation between 'Good Work', human rights and their own 'environmental identity' as part of 'the multiple choice identity' via www.to-gather.org. They exchange their experiences of Step 3 and build virtual 'groups of interests'. That means To-Gather learners from all over Europe build affinity groups, who specialise on different issues (i.e. Ecology, Fairtrade, animal rights, women's rights, sweatshops) These groups may also contact activist groups such as Amnesty, Greenpeace, Peta, Red Cross, etc and cooperate with them.

Teacher

He encourages the students to become active and share information with other learners on www.to-gather.org (in form of links, poems, stories, real-life issues, appeals, etc) The teacher also organises the space for an exhibition and helps the students to make posters or collect items.

The focus is on:

- the relation between the personal, local and global perspective and the own responsibility.
- the sources of inspiration such as Park 'Giardino Tarochi' designed by Nicky Saint Phalle, poems, art or music.



Made by Class G from Lisbon

Teacher's route

Step 4

Preparation

- Gather more knowledge about human rights, the multiple society and identity development.
- Gather 'good practice' of Good Work.
- Invite a guestspeaker to talk about 'Good work'.
- Organise a room/space for the exhibition and arrange a date.

Presentation

The teacher encourages the students to become active and share information with other learners on www.to-gather.org (in form of links, poems, stories, real-life issues, appeals, etc) The teacher helps the students to make posters or collect items.



'The Good Work machine' (Class G Lisbon)



Teachers are doing a course about 'Good Work'



Creative citizen

Aims

- To visualize the importance of environment.
- To relate the To-Gather-Park to good work, the environmental identity, human and children's rights and 'the multiple choice identity'
- To design Good Work in different creative ways such as 'The To-Gather Park' and/or models. Another option is to design the eight places in rooms or as models in the schools.

Learner

- The learners practice 'good work' in groups by designing the 'To-Gather-Park'.
- The park should visualize the ideas and visions of the groups about the importance of the environment in relation to family and friends, identity, school, human rights, children's rights, health, creativity, etc.
- In the park, there is a lake. In this lake, there is an island called 'Fantasy Island'. The people on the island live in harmony for many years. How can this be achieved? Which norms and values play an important role? Show us these norms and values with a graffiti design. Discuss why these norms and values are important. Which norms and values correspond with those of other learners and what are the differences? Can you explain this?
- Each learner thinks about human and children's rights. They make a list of all the rights and for every right they try to find a corresponding responsibility. In a discussion the learners ask themselves in what ways rights and duties are connected with each other. Does everybody have the same rights and responsibilities? Or do some people have more/less rights and responsibilities? Are there circumstances or moments in which the rights and responsibilities count more or less? Are there differences and/or similarities between European countries? How come?
- Does origin, age, sex matter? Which norms and values are fundamental? The physical part of Route 3 (the park, places, environment, playground, classrooms etc.) can be done in many ways.

- The students are allowed to invite a band to give a concert in the park under the condition that the band stands for 'Good Work'. Which band do you invite and why? Which song would you like to hear when you think of 'Good Work'? Let's listen to this song.
- Burn a CD with music in which the theme 'Good Work' is expressed. Explain to the other learners (also in other countries) why the chosen music appeals to your taste and 'Good Work'.
- Create a virtual environment.
- Design in small groups one part of the environment with a design, music and text related to human or children's rights.
- Redesign the exteriors and interiors of the school/the playground with reused materials.
- Use scenographical solutions.
- Study theater and movies about Good Work.

To-Gather

Other learners (also in other countries) must be able to see and visit your park in step 6 and 7.

Teacher's route

Step 5

Preparation

Communicate with the students about these items:

- Playgrounds and parks are not only composed of trees and plants but we may also see many other things like benches, fountains, statues, memorials, restaurants, a children's farm, little ponds and lakes, sporting areas, etc.
- How do we present the ideas of Agenda 21 in our park?
- Think about whom (or what) you would raise a monument for. Why and what would it look like?
- Show the arts: The learners are allowed to use all available materials.
- drama: The statue comes to life. Let the statue hold a speech or interview the statue about the 'Good Work' he did or does.
- What is good work? Explain
- What's the relation with leisure time and good work?
- How do you recognize good work?

Ideas

We design our own environment for instance the playground.

What name shall we give it?

How does your environment look? Of course the walker meets places, things, activities and situations where he sees good work and enjoys good free time.

Is there a stage in the new environment? What could happen there? Maybe a performance or a speech about good work, sustainability or human/children's rights?

Do you write a play? Or a musical? Are you going to rap? Or make a video clip?

Course

The teachers may follow a course before working with the students on the presentation, It is a good example of experiential learning. On the website www.to-gather.org more information is available.



Cooperative citizen

Aims

- To present the To-Gather-Park.
- To share it with other students in the To-Gather-Project.

Learner

The To-Gather Park is realized on the own level. Students who become teachers can alternatively practice the To-Gather Park in a project-period of 1 or 2 weeks at a primary school.

Presentation.

- The results are presented in a public context for instance an exhibition hall, a town hall, a shopping centre, a park or at the school. Or maybe the project has resulted in a new playground which requires an official opening.
- And the production and the presentation is recorded and a short video clip is uploaded on the website of the school as well as on www.to-gather.org.

To-Gather

- The model/the presentation is shown to other learners in the own and in the other countries/ quadrants.
- The model presentation should involve other forms of media: video, dance, play, music, sketches etc.
- The presentation must show the process and present the norms and values that are important for the group, for example, how they think about rights and responsibilities.
- The presentation is a work of art by which the ideas of the learners is expressed in a two and three dimensional way.

Teacher's route

Step 6

Preparation

Invite parents and other people who are involved with Good Work such as politicians, artists and musicians. Design a Feedback ladder for the audience, that they fill out during the presentation.

Presentation

Take the presentation on video for the To-Gather-website.



'If you don't know where to go, you will end up somewhere else' Picture - Tadej Bernik



Reflective and active citizen

Aims

- To reflect on the norms and values, human rights, rights for children in the 'To-Gather Park'
- To exchange ideas, visions and designs between the countries in order to compile insights, ideas, knowledge, feelings and standpoints from the different European countries.
- To transfer the route into reality and the own behavior with regards to nature.

To-Gather

The students may co-design a part of a To-Gather Park with learners from other countries. The learners share and discuss each other's products and reflections about good work, environmental identity, human rights, rights for children, norms, values and visions with learners from other countries.

The learners relate the ideas, experiences and feelings from other groups to themselves by discussing them in their own group or with other countries.

Reflections are made, experiences and solutions are exchanged, and new tasks might be formulated.

Learner

The learners choose a local problem and organise an event to either raise awareness, money or collect donations.

Raise awareness:

The learners may choose to raise awareness of a local issue (this could happen in cooperation with the council) This could be anything from making people aware of bad conditions of local migrants, bad conditions of the local park/playgrounds for children, inaccessible roads for wheelchair users etc.

Raise money:

The learners choose a local problem, for example that the school/hospital/kindergarten/public swimming pool needs new equipment, more bins for the city centre, etc. They set themselves a goal on what they want to achieve and then they organise an event such as a fun run, baking and selling cakes, an auction or car boot sale, etc.

Collect donation: The learners choose to collect donations for a local society/institution.

They may choose to collect toys for a kindergarten, pet food for an animal shelter, little presents for terminal ill children in hospitals/hospices, etc.

To-Gather

The learners engage with the local community, identify a problem and help to improve the situation. They spend their leisure time as well as the lessons in school on their own project. They are active and responsible and they make a difference in real-life.

Teacher

The teacher helps identifying a local problem and together with the learners finds the best way to help. The teacher uses and makes contacts to get as much support as possible.

Teacher's route

Step 7

Preparation

Communicate with teachers in other countries about Route 3, the process and the products.

Reflection

- Which visions, rights and duties are important for the learners?
- How do these visions/values/rights/duties manifest?
- Which differences are there between the four quadrants and how do they arise?
- Do we understand the differences?
- What is the role of the government?
- What is the role of international organisations?
- What role plays agenda 21 and other manifestations?
- Do norms and values depend on the place you live in? On the group you are part of?
- How is your reference frame?
- Is there a certain hierarchy that obstructs human rights or rights for children?
- Which rights are obvious and which are less relevant?
- Are there any rights and duties we miss in relation to each other?
- In relation to the environment?
- Which norms/values play a rule in the daily contact with other people?

Integration

The teacher motivates, coaches and informs the students to engage with the local community. Together with the students, they identify a problem and help to improve the situation. The students are active and responsible and they make a difference in real-life.

The teacher uses and makes new contacts to get as much support as possible.

