

Mobilisation activity

THE SECOND LIFE CORNER

After working on the Global Campaign for Education (GCE) 2020 teaching unit, we suggest the following mobilisation activity to be carried out in education centres.

Description:

- The activity has been designed for use after working on the educational suggestions presented in the GCE teaching unit for 2020, either in the classroom, or in other informal education groups.
- This activity is suitable for performing in a school environment. At a later point a suggestion designed for carrying out in public spaces will be put forward.

- Objectives:**
1. Encourage commitment to the right to education and participation within the educational community, local surroundings and families.
 2. Raise society's awareness – in particular among children – of the impact that human actions have on our surroundings, from a social and human perspective as well as in terms of the environment, and especially on marine ecosystems.
 3. Promote understanding and critical analysis of the deep and complex interconnection between the different factors that come into play in the environment and in social wellbeing, and highlight the need for everyone to get together to constructively address the negative impacts that some of these factors cause.
 4. Instil the value the role of education as a tool to construct more sustainable societies from an environmental and social perspective, so that we are able to make the world a nicer place to live for both present and future generations.
 5. Raise awareness about the excessive consumption of plastic materials and the consequences of this, highlighting the importance of recycling, reusing and reducing consumption of these materials.





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In the GAWE 2020 mobilisation activity, we suggest that participants harness their creativity and **produce sculptures made from reused plastics.**

To do this, throughout the term we will ask students to identify all the plastic materials that they use each day, both at school and at home (bottles, lids, bags, food packaging, etc.), so they are aware of the enormous amount of plastic waste we all generate.



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If possible, participants will be invited to **organise waste collection days** on beaches, rivers, lakes and other aquatic ecosystems; this activity could also be carried out with families, so that the people close to participants also get involved in the project.

Participants will be asked to keep the waste collected in a space in the education centre, with the aim of giving the items a second life.

PLASTIC SCULPTURES

The challenge is to reuse this waste, transforming it into sculptures/artistic compositions that **highlight the essential role of education in the fight against the causes and effects of climate change,** focusing on the importance of changing our production and consumption patterns (including the usage of plastic).

We suggest something along the lines of the images shown¹; but more focused on the educational topic rather than marine life (pencil, book, table, etc.).

Children should be put into teams, with each team deciding what they want to depict with



their sculpture, then students can make it together using the plastic waste that has been stored in the weeks running up to the activity.

¹ You can find more ideas on the website about this beautiful initiative by the Galician association Mar de Fábula.

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The sculptures/compositions made by the students from plastic waste will be displayed in a designated space within the education centre, which will become the “Second Life Corner”.

We suggest that this corner becomes a space where the students, teaching staff and (if possible) families can reflect, about the **importance of education as a tool to save the planet**. This “Second Life Corner” can also become an open space for families and the community as a whole as a kind of small art exhibition in which participants can guide visitors around the display.

For example, we recommend holding an exhibition “launch” day, in which the children and young people can invite the people from their local communities and explain the project to them. This way the community also gets involved in the “Second Life Corner”.

We suggest that a step further can be taken in the development of this activity, by creating sculptures/compositions that are interrelated and that tell a story, showing the **link between education and sustainability** - especially in terms of preserving marine ecosystems.

Students could be asked to first reflect on how to show this link through a story, and then think about how to tell the story through various sculptures/compositions that form an interrelated dialogue. All of these stories would also be put in the “Second Life Corner”.

We also recommend a suggestion box to be hung in this “Second Life Corner” (also made using plastic waste), in which students can post their proposals written on recycled paper, of how both themselves and people from their local community can reduce the consumption of plastic and reuse these materials, as well as any other suggestions to improve environmental sustainability.

The students will also be asked to suggest measures that their education centre or informal education group can take to promote environmental sustainability, and more specifi-

cally, to preserve marine and river environments. This way, they will realise that **it is possible to fight climate change from their local surroundings**, and that their personal involvement can create changes.

Finally, we suggest that based on the proposals of the participants, each education centre/informal education group can create its own **“Climate commitment letter”**, in which a pledge is made to put some of the students’ suggestions into practice.





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THE OCEANS!**

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