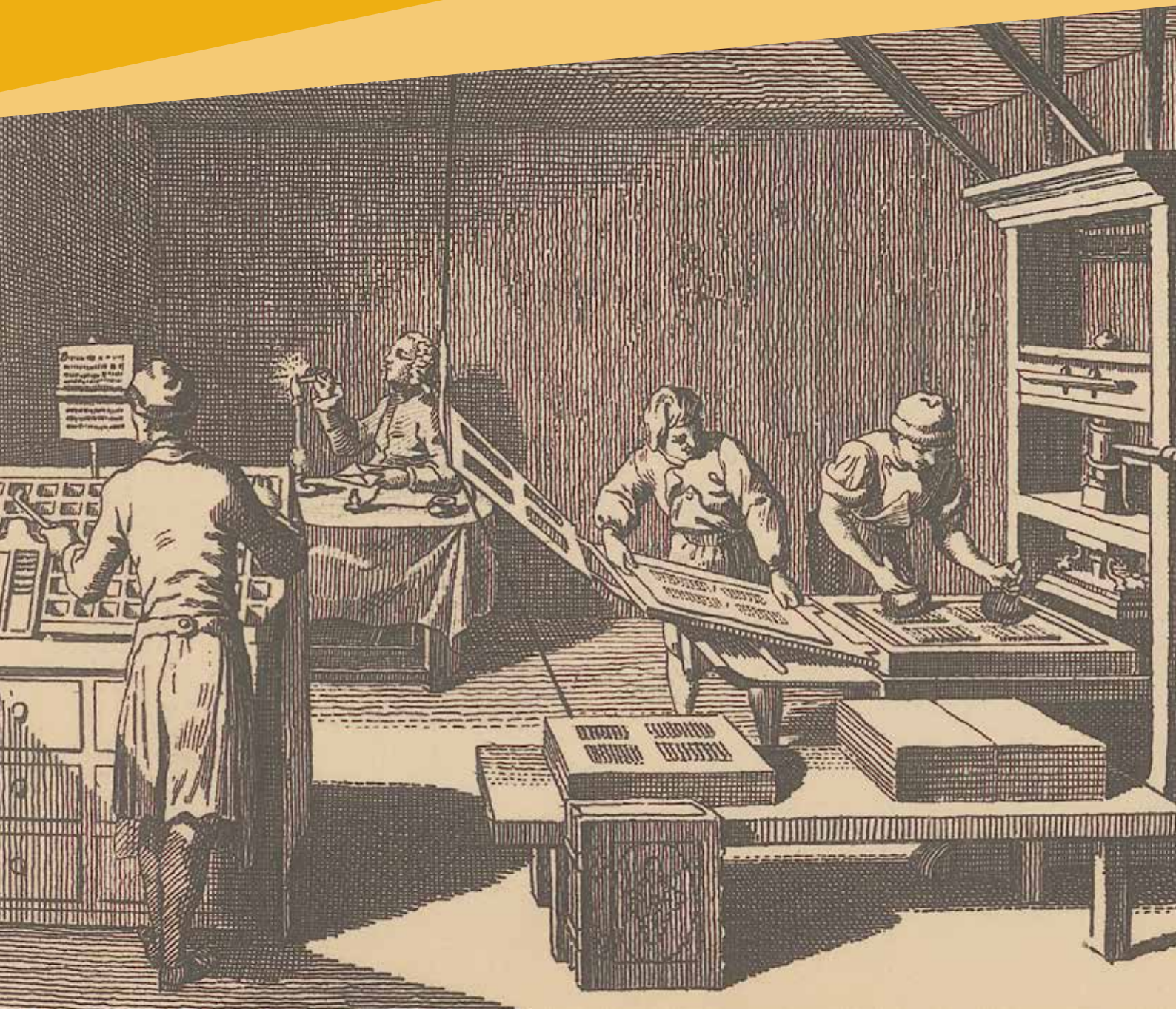
IMAGES AND OBJECTS – Active Methodology Toolkit 6

Education for responsible and sustainable lifestyles

The Power of Media



The Power of Media

Toolkit 6 in the Images and Objects – Active Methodology Toolkit series

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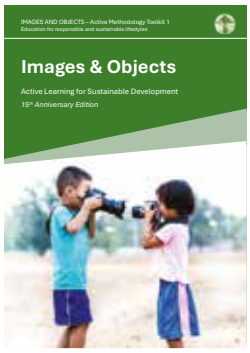
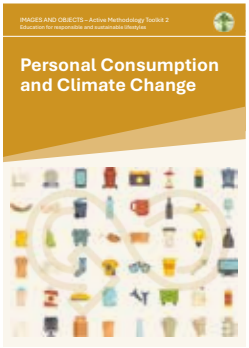
Introduction

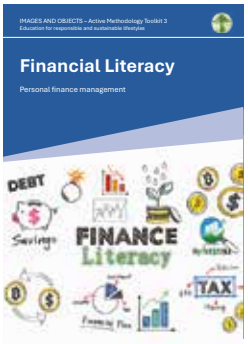
Teaching and learning about Responsible and Sustainable Living often necessitates the introduction and development of rather complex themes. Media can be a powerful medium to support and enhance teaching and learning. In the context of this toolkit, media is used as a mode of communication, a means to effectively engage students, a way to evoke a profound response and a tool to generate deep meaningful classroom discussion.
Use of appropriately selected media and activities can:

- help Responsible and Sustainable Living themes to be communicated effectively in an accessible and relevant format.
- provide a multimodal learning experience and increase meaning across a broader range of student aptitudes and lives.

In today's world the rate of technological change is fast and the variety of media available to teachers and students is immense. Activities in this toolkit primarily involve the use of audio-visual media (video clips, films, student generated videos, music, songs, podcasts) and print media (images, photographs, newspaper articles, magazine articles, blogs) but they may also be adapted to other types of media.







Focus of this toolkit

This toolkit entitled 'The Power of Media: Responsible and Sustainable Living' is the sixth toolkit in the series of 'Images and Objects' active methodologies toolkits developed by PERL. All six toolkits can be found on the PERL website and are available in multiple languages. **www.livingresponsibly.org**

This toolkit:

- focuses on using different media as a key teaching and learning strategy to explore themes related to responsible living and sustainable development
- presents background information on Education for Responsible and Sustainable Living and Multiple Intelligence theory
- provides a range of active teaching and learning activities using different media.

Education for Responsible and Sustainable Living

Over recent decades, humanity has benefited from development, which has enriched lives, but has also caused unprecedented environmental change. The Earth Summit in Rio de Janeiro in 1992 challenged humanity to reduce its impact on the Earth. The assembled leaders adopted Agenda 21 in an effort to achieve sustainable development. Agenda 21 addresses pressing environmental and developmental problems and also aims to prepare the world for future challenges in order to attain the long-term goals of sustainable development. 'Sustainability' is often used interchangeably with 'sustainable development', although the term 'development' explicitly implies qualitative improvement for humans. 'Sustainable development' is a multi-dimensional concept interpreted in many different ways:

- "Development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (Our Common Future, 1987).

- Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Education for Sustainable Development means including key sustainable development themes into teaching and learning for example; climate change, disaster risk reduction, biodiversity, poverty reduction and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development (UNESCO 2015).
- Responsible living involves the readjustment of present priorities, the redefining of human relationships, the transformation of how societies deal with existing economic, social and ecological challenges and the intensification of the dialogue between science and society (PERL, 2015).
- Education for Responsible Living provides opportunities for all of this. It involves relearning and reorganising information in wider contexts. The present situation indicates the need for the further development of analytical, reflective thinking skills in order to decode the extensive and aggressive commercial messages to which individuals around the world are constantly exposed. Five basic skills are essential to learning to be responsible: communication skills, decision making skills, problem solving skills, creativity and change management (PERL, 2015).

The Partnership for Education and Research about Responsible Living (PERL)

PERL is a partnership of educators and researchers from over 140 institutions in more than 50 countries–working to empower citizens to live responsible and sustainable lifestyles. The power to stimulate change lies in the hands of conscious consumers and active citizens through the choices they make every day. Together with governments and business, individuals can influence local as well as global issues such as climate change, financial instability, poverty and personal health. PERL aims to advance education for responsible living by focusing on consumer citizenship, education for sustainable consumption, social innovation and sustainable lifestyles. For more see the PERL website.

Multiple Intelligence Theory

When planning and designing classroom activities for students it is important to include a range of approaches and challenges and to be mindful of the individual nature of each learner (Kolb, 1983; Dunn & Dunn, 1987; Fleming, 1995; Briggs & Myers, 1997).

A longstanding model of student perception and understanding is the theory of Multiple Intelligence (Gardner, 1983). Gardner's theory initially listed seven intelligences: Verbal-Linguistic, Logical-Mathematical, Visual-Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal and Naturalistic intelligence; he later added an eighth, naturalist intelligence and acknowledges that there may be more.

Gardner proposes that the eight intelligences represent the different ways that students take in information, maintain and manipulate that information and subsequently demonstrate their understanding (Veenema & Gardner, 1996). Multiple Intelligence theory has generated huge interest from educationalists worldwide who have sought to design classroom instruction, strategies, activities and assessments to appeal to the different forms of intelligence so that student engagement and achievement can be increased.

More recently, Gardner cautions that Multiple Intelligences are not learning styles and advises teachers to 'Individualise' (get to know each student) and to 'Pluralise' (present classroom information in a variety of ways) (Gardner, 2011).

This toolkit aims to assist pluralisation by providing teachers with a range of active learning activities using media to integrate Responsible and Sustainable Living themes. Interestingly, in the context of this Toolkit, Gardner's most recent book is entitled The App Generation: How Today's Youth Navigate Identity, Intimacy, and Imagination in a Digital World (Gardner & Davis, 2013).

Active Teaching and Learning

Wondering how to ensure each students' intelligences are being maximised? The table below gives an overview of each intelligence type that has been identified and also provides suggestions for activities that stimulate each intelligence.

TYPE OF INTELLIGENCE	VERBAL-LINGUISTIC	LOGICAL-MATHEMATICAL	VISUAL-SPATIAL	BODILY-KINESTHETIC
DESCRIPTION OF EACH INTELLIGENCE TYPE	Thinks in words. Has a mastery of language and word use.	Enjoys working with numbers, reasoning and analysing data.	Thinks and processes information in pictures and images. Has good visual receptive and fine motor skills.	Able to understand the world through the body, touch and movement. Sensitive to activity, athletics and physical gestures.
ACTIVITIES LINKED TO EACH INTELLIGENCE TYPE	STORYTELLING DRAMA DEBATING PRESENTING LISTENING RESEARCHING WRITING JOURNALS AND BLOGS READING NEWSPAPER AND MAGAZINE ARTICLES	PROBLEM SOLVING CRITICAL THINKING MEASURING CODING CLASSIFYING COLLECTING DATA USING MONEY CALCULATIONS	GRAPHING AND FLOW CHARTS PHOTOGRAPHING STORYBOARDS POSTERS, MURALS AND COLLAGES PAINTING, SKETCHING, CARTOONING AND ILLUSTRATING VISUALISING VISUAL PUZZLES	ROLE PLAY MIME AND CHARADES DRAMA AND DANCE CONDUCTING EXPERIMENTS FIELD TRIPS PHYSICAL EDUCATION ACTIVITIES CRAFTS COOPERATIVE GROUP WORK

TYPE OF INTELLIGENCE	MUSICAL	INTERPERSONAL	INTRAPERSONAL	NATURALISTIC
DESCRIPTION OF EACH INTELLIGENCE TYPE	Thinks, feels and processes information through sound and music.	Natural ability to interact with and relate to others effectively. Able to discriminate between peoples moods, feelings and motivations.	Sensitive to own feelings and personal motivations. In tune with own thoughts, attitudes and reactions.	Has a natural interest in the environment and respects its delicate balance. Has concern for future generations on the planet.
ACTIVITIES LINKED TO EACH INTELLIGENCE TYPE	**S**INGING **R**APPING **R**HYMING **P**LAYING INSTRUMENTS **B**ACKGROUND MUSIC **R**EPEATING PATTERNS	**P**EER TEACHING **P**EER EDITING **D**ISCUSSING **C**OOPERATIVE LEARNING **I**NTERVIEWING **G**ROUP WORK **F**ORMING CLUBS **S**OCIAL AWARENESS **C**ONFLICT MEDIATION	**P**ERSONAL RESPONSE **P**ERSONAL REFLECTION **I**NDIVIDUAL STUDY AND PROJECTS **P**ERSONAL GOAL SETTING **J**OURNAL LOG KEEPING **I**NDEPENDENT READING **P**ERSONAL DIRECTION AND CHOICE IN PROJECT SELECTION	**O**RGANISING AND PARTICIPATING IN AN ACTIVE CAMPAIGN **G**ARDENING **R**EADING OUTSIDE **H**ABITAT-MONITORING OBSERVING/ PHOTOGRAPHING BIRDS & ANIMALS **U**SING A MICROSCOPE **D**ISSECTING **C**OLLECTING NATURAL ARTEFACTS AND OBJECTS

Adapted TeacherVision (2015), Garnett (2006)

INTRODUCTORY MEDIA ACTIVITY:

Different forms and styles of expression

LEARNING OBJECTIVES

This activity aims to show how a range of different media can be used creatively to view, discuss, explore and respond to themes linked to responsible and sustainable living. The range of approaches when used in parallel can help to support the different learning styles and interests of students and provide a more enriched exploration of a theme / topic.

MATERIALS AND PREPARATION NEEDED

- A short story, magazine article, photograph, video, etc. linked to a responsible and sustainable living topic / theme
- A set of the activity cards found in this toolkit (18 cards). The teacher selects the most appropriate cards from the set e.g. if the teacher is reading a short story, the card on writing a short story can be left out on this occasion
- Materials required to carry out the selected activities e.g. paper, paint, computer etc

HOW THE ACTIVITY WORKS

1. The teacher shares the topic / theme with the students using the selected media e.g. shows a short video, reads a story etc. The students are asked to watch, listen, take notes etc.
2. The teacher then facilitates a short discussion or question and answer session on the topic / theme. This is stimulated by the selected media and topic / theme just shared.
3. The teacher invites the students to form groups of approximately four and respond to what has been presented and shared as a class. Each group is given a task to carry out by giving them one of the activity cards. This is the media they are to use to respond. Alternatively they can be given two or more cards and may then select the one they would like to use as a group.
4. After a time period determined by the teacher, the students share their responses.
5. Invite students to analyse their work by addressing a number of key questions e.g.
   - What similar and contrasting views / ideas did you observe across the different groups?
   - Did anything really surprise or shock you about using different media to express ideas / thoughts?
   - Was learning about responsible and sustainable living using different media more interesting? More creative? Different? How?

EVALUATION / REFLECTION

Ideas for evaluation and reflection can be found later in the toolkit

INTRODUCTORY MEDIA ACTIVITY: Workcards (cut into 18 workcards)

DESIGN A COVER FOR A CD

linked to the theme of the media item just presented to you

WRITE A SHORT POEM

linked to the theme of the media item just presented to you

CREATE A POSTER

linked to the theme of the media item just presented to you

MAKE A SHORT VIDEO

linked to the theme of the media item just presented to you

WRITE A HEADLINE FOR A NEWSPAPER

linked to the theme of the media item just presented to you

CREATE A CARTOON STORY FOR A CHILDREN'S BOOK

linked to the theme of the media item just presented to you

WRITE A SHORT MAGAZINE ARTICLE

linked to the theme of the media item just presented to you

WRITE THE WORDS TO THE FIRST VERSE OF A SONG

linked to the theme of the media item just presented to you

TAKE ONE OR MORE PHOTOGRAPHS AND ADD CAPTIONS

linked to the theme of the media item just presented to you

CREATE A WEB PAGE

linked to the theme of the media item just presented to you

CREATE AN ADVERTISEMENT

linked to the theme of the media item just presented to you

CREATE A MIND-MAP

linked to the theme of the media item just presented to you

WRITE AND ACT OUT A SCENE

linked to the theme of the media item just presented to you

WRITE AND TELL A STORY

linked to the theme of the media item just presented to you

WRITE A SHORT NEWS PIECE FOR THE RADIO

linked to the theme of the media item just presented to you

CREATE A MINI E-BOOK

linked to the theme of the media item just presented to you

WRITE A SHORT PIECE ABOUT "A DAY IN THE LIFE OF..."

linked to the theme of the media item just presented to you

PAINT A PICTURE

linked to the theme of the media item just presented to you

FILM / VIDEO ACTIVITY:

Different points of view

LEARNING OBJECTIVES

This activity aims to show different points of view on specific challenges linked to responsible and sustainable living. Students discuss and evaluate various videos and take a critical approach to analysing them.

MATERIALS AND PREPARATION NEEDED

- At least two short videos on a related topic but each seen from a different point of view, e.g. an advertisement on cheap loans and a report on a family that has fallen into debt, contrasting videos on the environment e.g. the paper industry and local extinction of forest species; lighting of public roads to improve traffic; safety and light pollution; poverty and obesity in the world.

HOW THE ACTIVITY WORKS

1. The teacher shows the students the two short videos. There should be no commenting or discussing the videos between viewings. The Students are asked to watch both videos and to take notes if needed.
2. After viewing the videos the students are invited to form groups and analyse the videos and answer a number of key questions e.g.
   - What is the main topic of each of the videos?
   - What similar and contrasting views did you observe across the videos?
   - Did anything really surprise or shock you?
   - Suggest how a responsible / sustainable lifestyle could help to improve the challenges presented in the videos.
   - Brainstorm other dilemmas found in everyday life around you. Can you find a link to living responsibly / sustainably?
   - How did individual viewpoints compare in the group? Were there similarities? Differences?
   - What influences peoples' decision making process?
   - How is critical thinking used as part of the decision making process?
3. The teacher then opens up the discussion to the class and invites groups to share their key discussion points / findings

EVALUATION / REFLECTION

Ideas for evaluation and reflection can be found later in the toolkit

FILM / VIDEO ACTIVITY:

Keywords

LEARNING OBJECTIVES

The aim of this activity is for students to explore how keyword themes related to responsible and sustainable living are linked to / addressed in film.

MATERIALS AND PREPARATION NEEDED

The teacher writes specific keywords on A4 paper. Each keyword should take up the whole A4 page.

EXAMPLES OF KEYWORDS:

- NATURE
- POVERTY
- TRANSPORT
- CRIME
- POLLUTION
- MEDIA
- CONSUMPTION
- DISEASE

The teacher cuts up each A4 keyword into approximately four pieces to create a simple puzzle. Overall there should be enough pieces so that each student receives one.

HOW THE ACTIVITY WORKS

1. The pieces of paper are distributed randomly to students.
2. Students are asked to team up by finding other students that can help to make up a whole keyword.
3. Each group that forms is invited to brainstorm as many films as possible where their keyword features in the film. They are also invited to give a short description / explanation of how their keyword is linked to / addressed in each particular film, e. g.
   - Is it the main theme of the film?
   - Is it in the background of the film story?
   - Which perspectives are addressed?
   - Is the current view on the theme different /changed from the one presented in the film? What can we learn from the film(s) on the theme of:
     - responsible and sustainable living?
     - the role of the media in responsible and sustainable living?
4. Each group is invited to present their work and ideas.

EXAMPLES FOR THE KEYWORD "MEDIA"

- All the President's Men – investigative reporters work on the Watergate scandal; media play a positive role;
- Wag the dog – shortly before an election, a Hollywood producer joins efforts to fabricate a war in order to cover up a presidential sex scandal; example how easy it is to manipulate public opinion;
- The Social Network – media is the main topic of the film; a story on how the most successful social network of today was founded;
- Sex and the city – series and a film about a woman writing articles for a New York newspaper; newspaper job seems to be very easy and not a stressful job;
- Good morning, Vietnam – a story about American radio DJ in the Vietnam War; in his radio show consists of comedy and news updates that were vetted by the station censors.

VARIATION

This activity can also be used with other media, e.g. songs, newspaper or magazine articles, books, TV programs, YouTube clips.
This activity could also be done as homework and students could complete their list by conducting research on the internet.

EVALUATION / REFLECTION

Ideas for evaluation and reflection can be found later in the toolkit

MUSIC AND SONG ACTIVITY:

Lyrics of songs

LEARNING OBJECTIVES

This activity aims to raise awareness of the challenges of everyday life which are linked to responsible and sustainable living by using the lyrics of songs from various time periods.

MATERIALS AND PREPARATION NEEDED

- Songs in the mother tongue from various time periods of national history
- A set of images / photographs. Images are available in the PERL Images and Objects Toolkits 1-5. The toolkits can be found online on the PERL website. Alternatively images may be self-generated or sourced on the internet or in old magazines and newspapers
- A Large sheet of paper for each group
- Pencils, scissors and glue
- An audio player
- Set up a station where students can collect what they need during the activity, containing images, paper etc.

HOW THE ACTIVITY WORKS

1. Students are invited to work in small groups.
2. The teacher plays one of the songs. After the song is played, students work in groups to make a collage of images representing the story of the song and any aspects of responsible and sustainable living hidden in the message of the song. If students cannot find suitable images from those provided they can draw their own images and add text.
3. The teacher invites students to present their collages and discuss different aspects of responsible and sustainable living hidden in the message of the song. Some useful questions that could be used by the teacher to stimulate discussion could include:
   - What everyday challenges are addressed in the song?
   - How are these challenges related to sustainable / responsible lifestyles?
   - Can you identify with some of the challenges addressed? Explain?
   - How would you change / adapt the song in order to best suit the present time and space?
   - What similar and contrasting views have you observed in other songs?
   - Could you find any contemporary songs that are addressing the same challenges?
   - Are there other ways we can express your beliefs and attitudes?
   - Is there some way to improve / overcome the challenges discussed?
   - Can you personally help? Could others help?
4. If time permits play another song and repeat the process above.

VARIATION

- This activity could be used with poetry
- The songs could also be plotted on a timeline by:
  - Marking the time period the song is describing
  - Writing the song's name and time period on the timeline
  - Briefly describing the time period with images and / or adding images to the timeline to represent the song

EVALUATION / REFLECTION

Ideas for evaluation and reflection can be found later in the toolkit

CREATIVITY / STORYTELLING ACTIVITY:

Creating Cartoons

LEARNING OBJECTIVES

This activity aims to support creativity and storytelling. Learners will co-create cartoons that reflect responsible and sustainable living.

MATERIALS AND PREPARATION NEEDED

- The PERL 2013 contest winning video named "Watch". Find the link on the PERL website.
- Copies of the worksheet with images from the video and "word bubbles" in A3 size for each group
- Scissors, glue and pen
- Audio-video equipment to play the video clip

HOW THE ACTIVITY WORKS

1. Invite students to work in groups of 3-4.
2. Each group receives one copy of the worksheet with images from the video and word bubbles. Cut them as indicated on the worksheet.
3. The task for the students is to add the ending to the story on responsible and sustainable living in a cartoon format. They use the images from the video as the beginning of the story. Students are also invited to add "word bubbles" to the story.
4. The students present the cartoons they have created. This is followed by a discussion about their understanding of the concept of responsible and sustainable living.
5. At the end of the lesson, the teacher presents the original story by showing the winning video of the PERL 2013 contest. Students are invited to compare the stories.

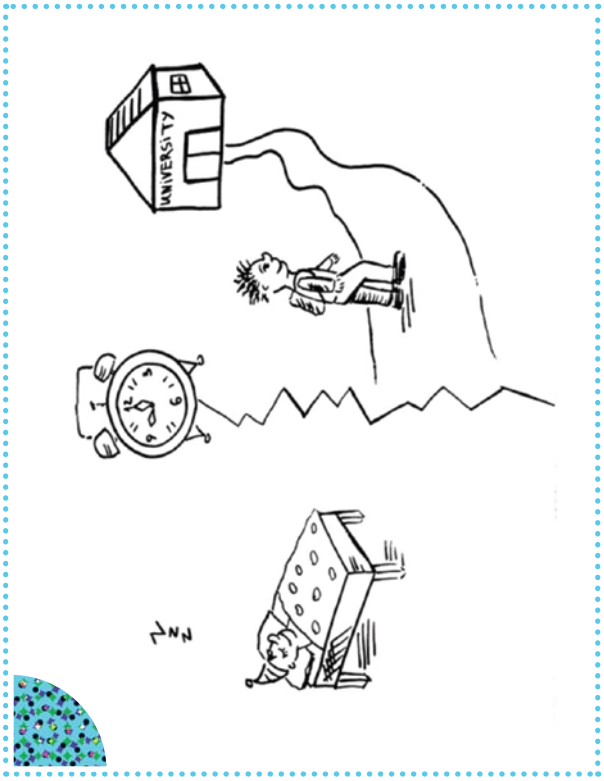
VARIATION

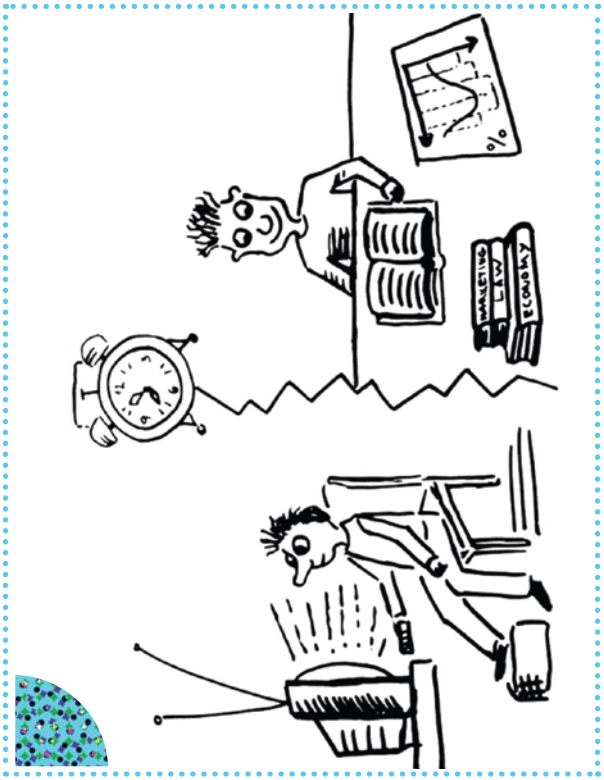
Learners can add the missing part of the story using other means of expression, e. g. role play, writing etc.

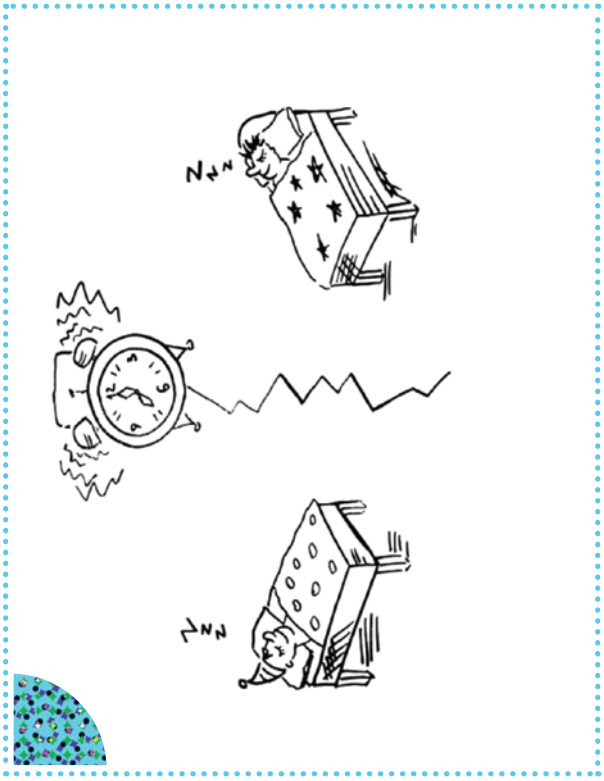
EVALUATION / REFLECTION

Ideas for evaluation and reflection can be found later in the toolkit

Copy and cut the images and word bubbles and use them to create the story.







FILM / VIDEO ACTIVITY:

Subtitles

LEARNING OBJECTIVES

This activity aims to support creativity and deep thinking. Students will subtitle a silent video clip that reflects responsible and sustainable living.

MATERIALS AND PREPARATION NEEDED

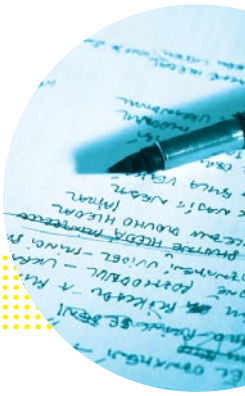
- A video clip that is just a few minutes long or a clip from a video that reflects responsible and sustainable living. Suitable videos can be found on the PERL website or on video-sharing websites such as YouTube.
- Audio-video equipment for playing the video clip

HOW THE ACTIVITY WORKS

1. The teacher shows the students a short silent video (sound switched off) that reflects an aspect of responsible and sustainable living. There should be no commenting or discussion on the video. Students are asked to try to guess / interpret / imagine the meaning of the video while they are watching it.
2. Students form pairs and are invited to subtitle the silent video clip together. To support this process the teacher once again plays the silent video clip, this time **in sequences of no longer than 20 seconds at a time**. After each 20 seconds the teacher pauses the video clip and invites the students to write meaningful subtitles for the sequence they have just watched.
3. When this process is complete the teacher shows the silent video in its entirety again without pausing.
4. Each pair of students is given 5 minutes to organize their notes and finish their subtitles.
5. The teacher then invites different pairs to read their subtitles while playing the silent video clip.
6. At the end of the activity, the teacher presents the original video clip, this time with the sound switched on. Students discuss similarities and differences between their subtitles and the ideas presented in the video.

EVALUATION / REFLECTION

Ideas for evaluation and reflection can be found later in the toolkit



MEDIA COMPETITION ACTIVITY:

Shoot, Write, Snap

LEARNING OBJECTIVES

This activity seeks to motivate students to actively and creatively engage with a range of different media to explore and respond to responsible and sustainable living themes. Broad competition guidelines enable variety in the range of possible approaches to support the different learning styles and interests of students. The activity is also a means of encouraging production of a range of relevant student generated media for application in specific subject areas or contexts.

MATERIALS AND PREPARATION NEEDED

- Develop a competition brief. The brief should give specific guidelines to students on areas such as:
  - a The competition theme
  - b The range of media types acceptable (video clip, poster, photograph with caption, article, essay etc.) Advice should also be provided in relation to the appropriate format for the entry e.g. image quality / video size – see box below
  - c The competition rules, judging criteria, application process, deadlines etc.
  - d The competition prize or prizes e.g. certificates, publication in a newsletter, on a website etc.
- Prepare competition flyer / entry form and organise a judging panel

HOW THE ACTIVITY WORKS

1. The teacher announces the competition and provides the brief and entry details etc. to the students.
2. Time may be allocated for students to brainstorm ideas and discuss possible approaches in class. Students may be given the option to work on entries either individually or in teams.
3. The teacher is available to tutor individual students / teams at allocated times providing specific advice and assistance in relation to their entries.
4. Entries received are shortlisted and judged.
5. A small award ceremony may be arranged. All entries or shortlisted entries for the competition can be displayed, screened or exhibited. Individual students may be encouraged to present their competition entry. Prizes are awarded and highly commended entries acknowledged.

SUGGESTED DETAILS FOR APPROPRIATE FORMAT FOR MEDIA ENTRIES:

VIDEO CLIP:	Identify minimum & maximum length of video clip and format for saving (e.g. QuickTime .MOV, Windows .AVI, or .MPG files with original resolution for HD - 1920 x1080 (1080p) or 1280 x 720).
PHOTOGRAPH:	Identify quality required (e.g. Digital JPEG format, 10 megabytes or smaller, at least 1600 pixels and/or with a minimum resolution of 300 dpi's)
ESSAY / ARTICLE:	Identify acceptable word count, appropriate type font and referencing format

EVALUATION / REFLECTION

Ideas for evaluation and reflection can be found later in the toolkit

RESOURCES

A sample 'PERL Media Competition Flyer' and the winning entries from the 2014 Media Competition (Photograph category) can be found on the pages that follow. For introductory active methodology ideas on how to use the photographs with students to support 'Responsible and Sustainable Living' see the 'Images and Objects Toolkit 1'. Link the new PERL web address.

PERL Media Competition 2014

New ways of living responsibly!
What can we do differently?

PERL invites you to create Videos, Photographs and Magazine/Press Articles related to the competition theme "New ways of living responsibly! … What can we do differently?"

The three competition categories are:

1. **SHOOT – Videos:** 60 seconds maximum, no talk/dialogue permitted
2. **WRITE – Magazine/Press Articles:** Maximum 1200 words written in English as a Word docu ment
3. **SNAP – Photos:** Digital JPEG format, 10 megabytes or smaller, at least 1600 pixels and/or with a minimum resolution of 300 dpi's

The competition is open to students (Post-Primary to University) worldwide.

Competition entries accepted from 1 September 2014 and closes **midnight 10 January 2015** (Central European Time).

More information including the competition rules, entry forms and prizes are available at www.perlprojects.org

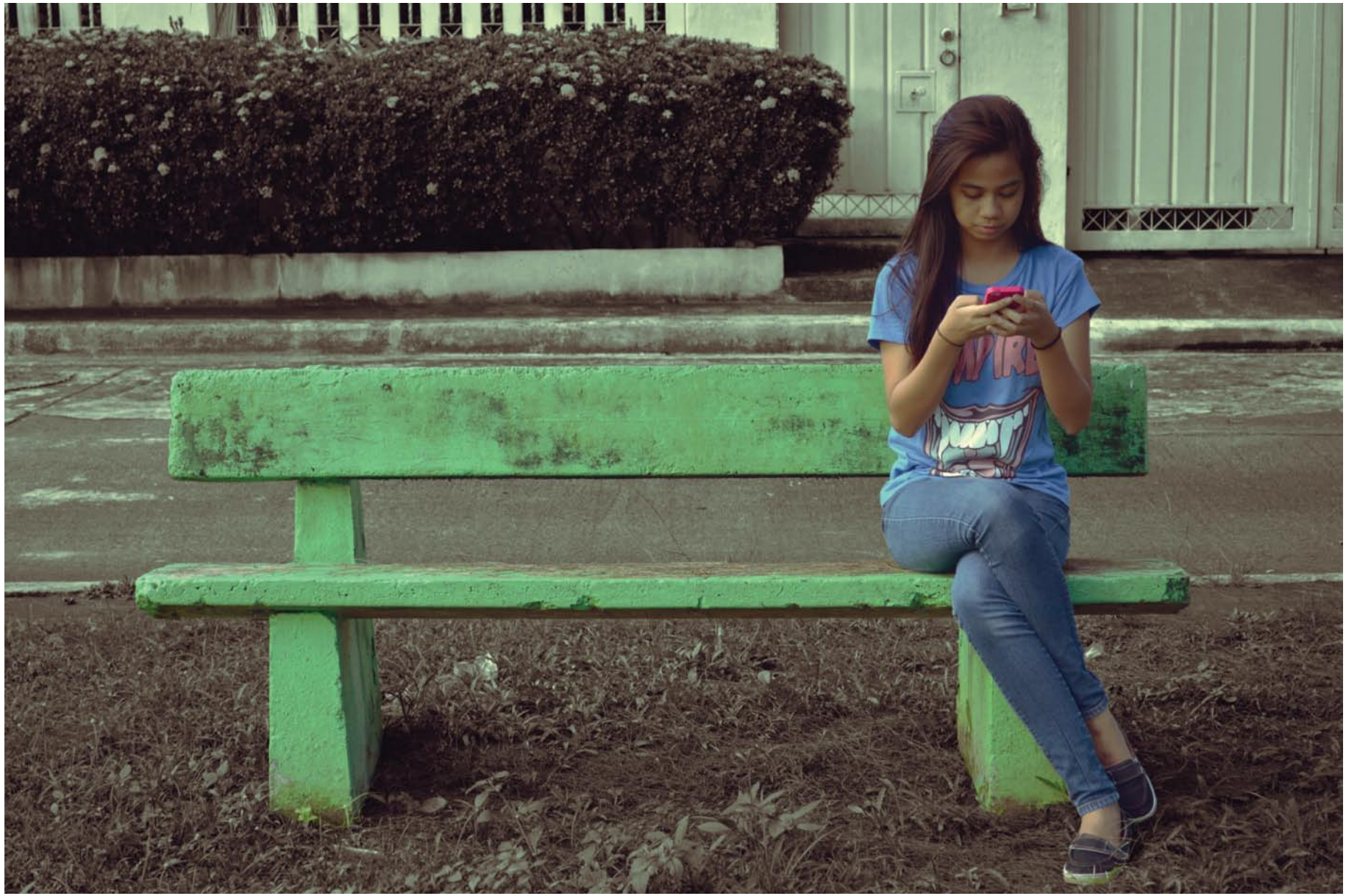
PERL

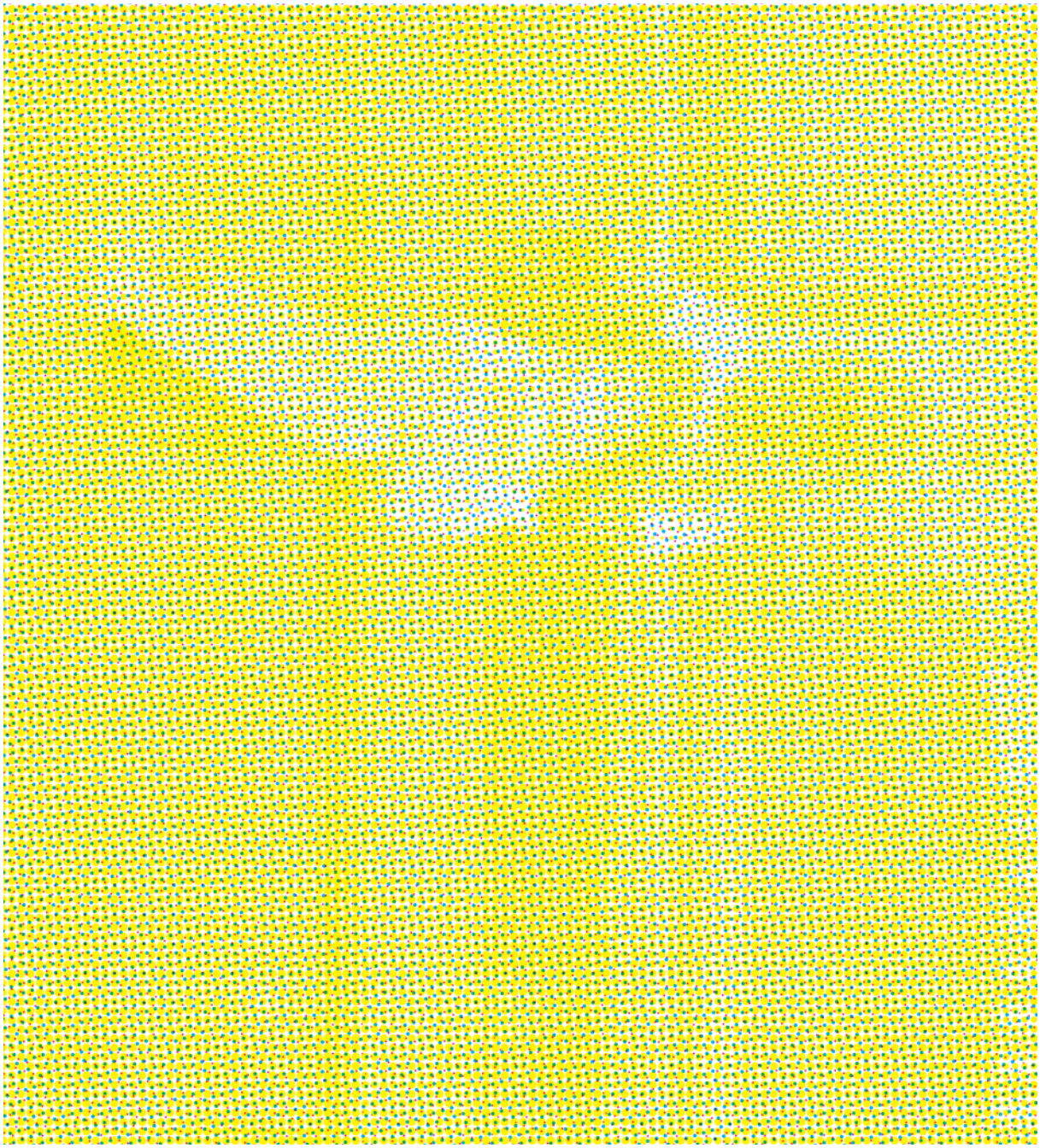
Education and Culture DG
Lifelong Learning Programme

Hedmark University College

DESIS NETWORK

UNEP

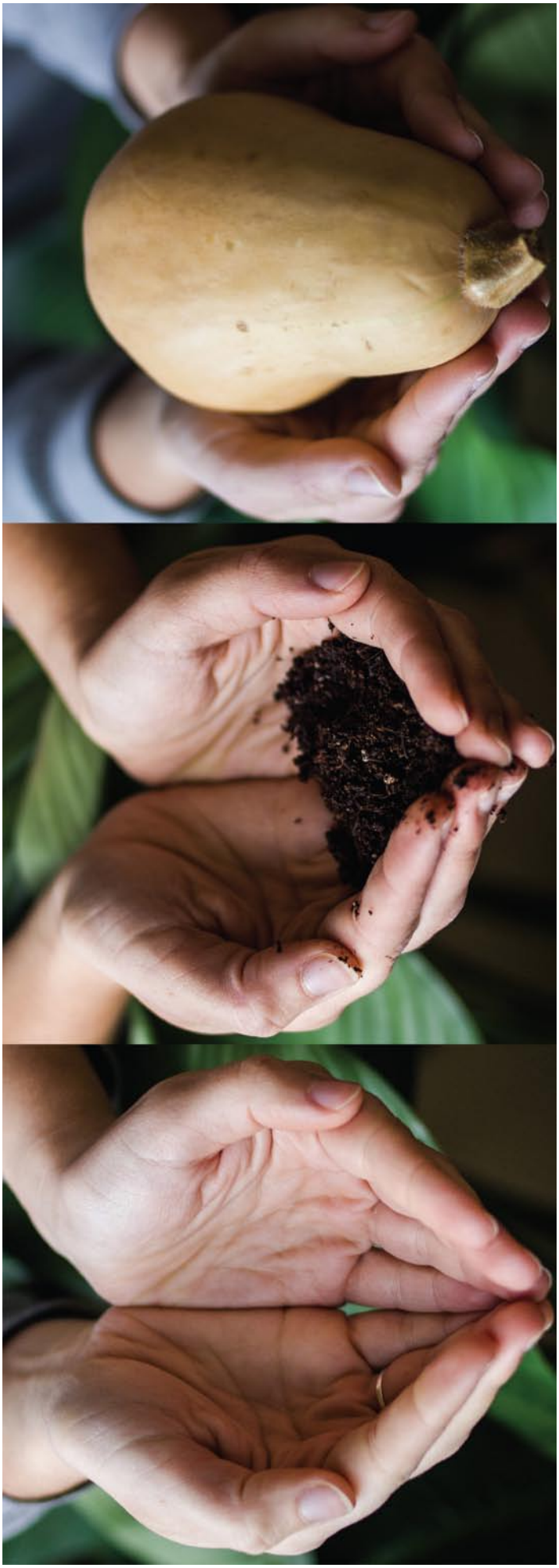


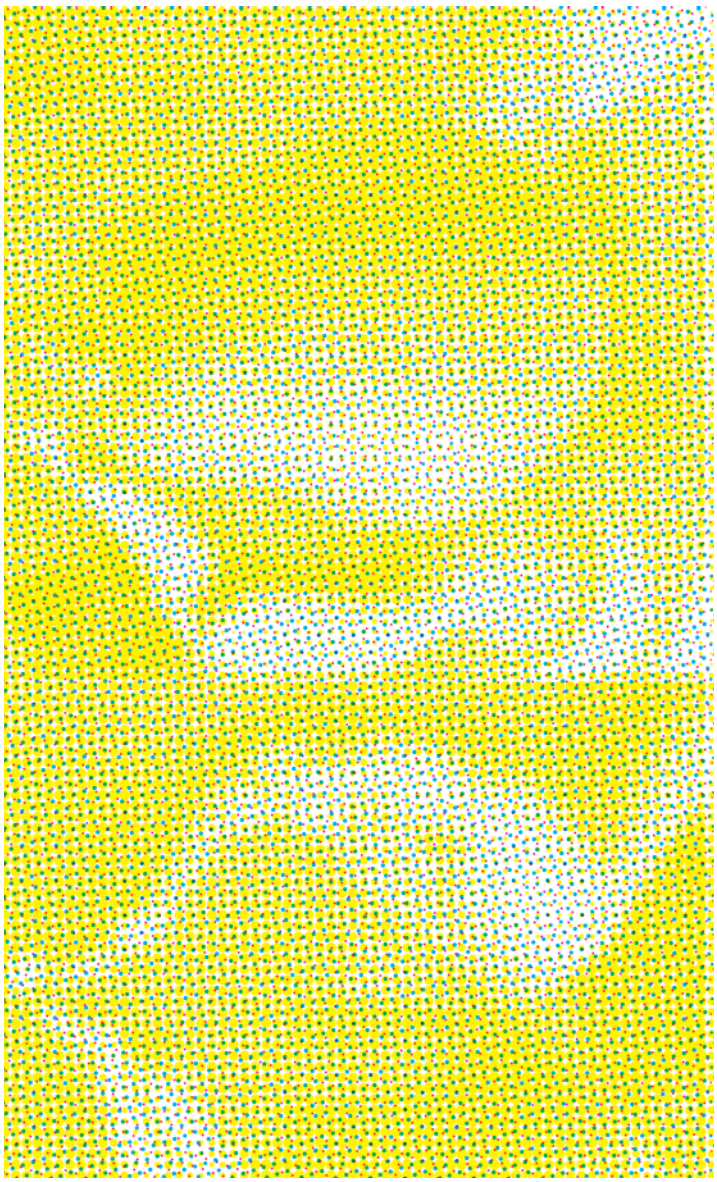


PERL 2014 COMPETITION	**1st Place**
PHOTOGRAPHER	Marie Cristhel Axalan
INSTITUTION	Miriam College, Quezon City, Philippines
DETAILS OF LOCATION WHERE PHOTOGRAPH WAS TAKEN	A subdivision in Marikina City, Phillipines
PHOTOGRAPH CAPTION	**"Look Up"**

PHOTOGRAPHERS DESCRIPTION OF THE PHOTOGRAPH AND HOW IT IS LINKED TO RESPONSIBLE AND SUSTAINABLE LIVING

"The photograph is about people who are so drawn to their phones or gadgets that they forget to look up to see life, what others do in real life, with real emotions, real actions and with real expressions. There are people around you whom you can talk to, just look up ."





PERL 2014 COMPETITION	**2nd Place**
PHOTOGRAPHERS	Gurpreet Rehalana, Tahireh Mohebati
INSTITUTION	Brescia University College, London, Ontario, Canada
DETAILS OF LOCATION WHERE PHOTOGRAPH WAS TAKEN	At home in Tahireh's indoor mini-garden
PHOTOGRAPH CAPTION	**"Reconnecting to the planet with gardening"**

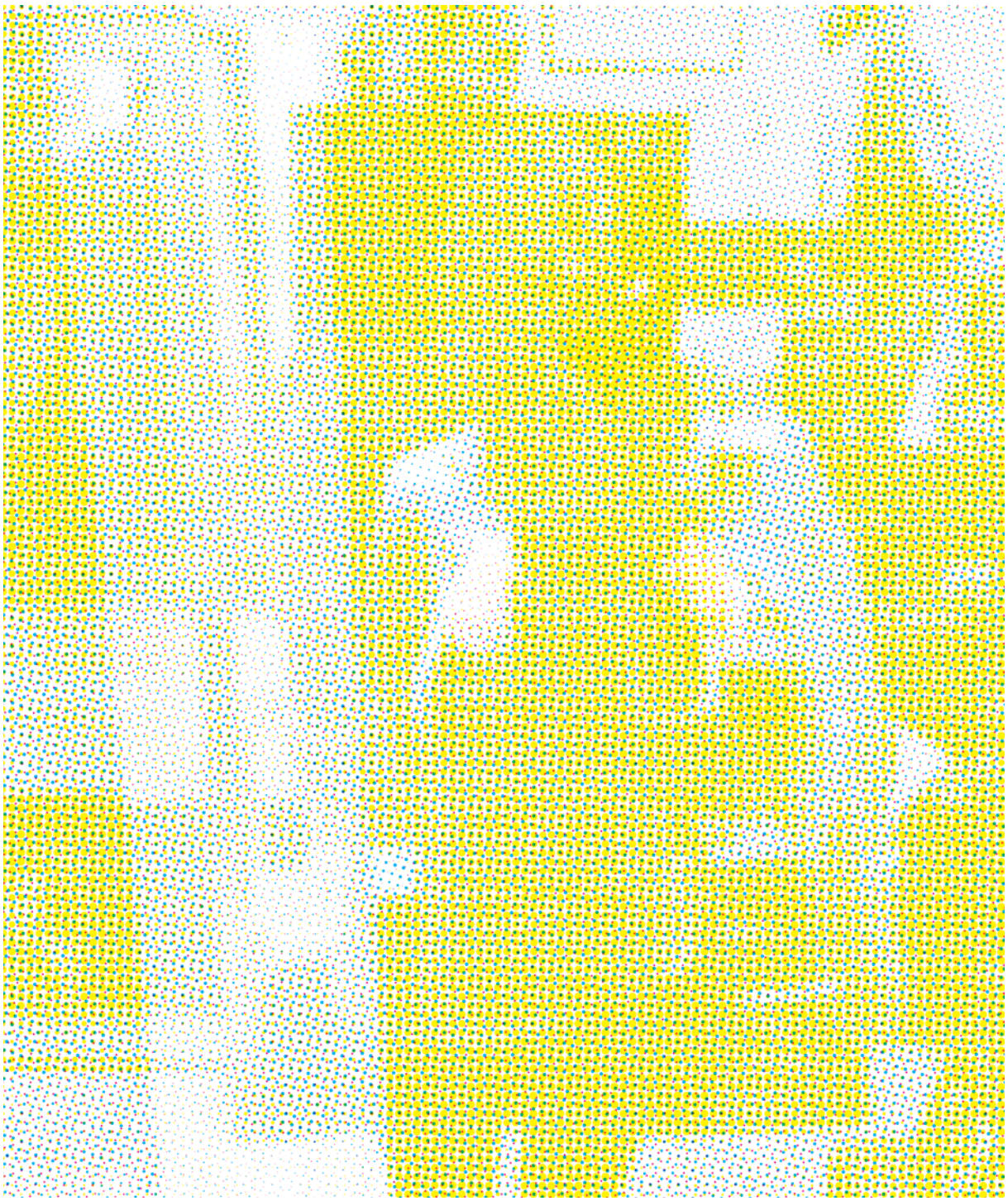
PHOTOGRAPHERS DESCRIPTION OF THE PHOTOGRAPH AND HOW IT IS LINKED TO RESPONSIBLE AND SUSTAINABLE LIVING

"Our photo depicts the general loss of connection between people and the earth and how something as simple as gardening can bring back that connection, which in turn helps the earth and its inhabitants. Food gardening was once a means of survival but as society became more industrialised and the economy prospered there was a shift towards more convenience. In terms of food, this has led to individuals not understanding the food system or how their food is grown and processed. Food gardening increases biodiversity, reduces carbon emissions and produces less waste than buying food at the grocery store. Growing one's own produce is more affordable, contributes to a healthier population and decreases food insecurity. Thus by food gardening, not only is one living responsibly by trying to create a healthier environment but they are also living responsibly by creating a healthier community."

PERL 2014 COMPETITION	**3rd Place**
PHOTOGRAPHERS	Bianca LaPenna, Marissa Lustri, Molly Schoo
INSTITUTION	Brescia University College, London, Ontario, Canada
DETAILS OF LOCATION WHERE PHOTOGRAPH WAS TAKEN	Willis Family Fruit Farm, Ontario
PHOTOGRAPH CAPTION	**"Creating a healthier and more sustainable generation, one bite at a time!"**

PHOTOGRAPHERS DESCRIPTION OF THE PHOTOGRAPH AND HOW IT IS LINKED TO RESPONSIBLE AND SUSTAINABLE LIVING

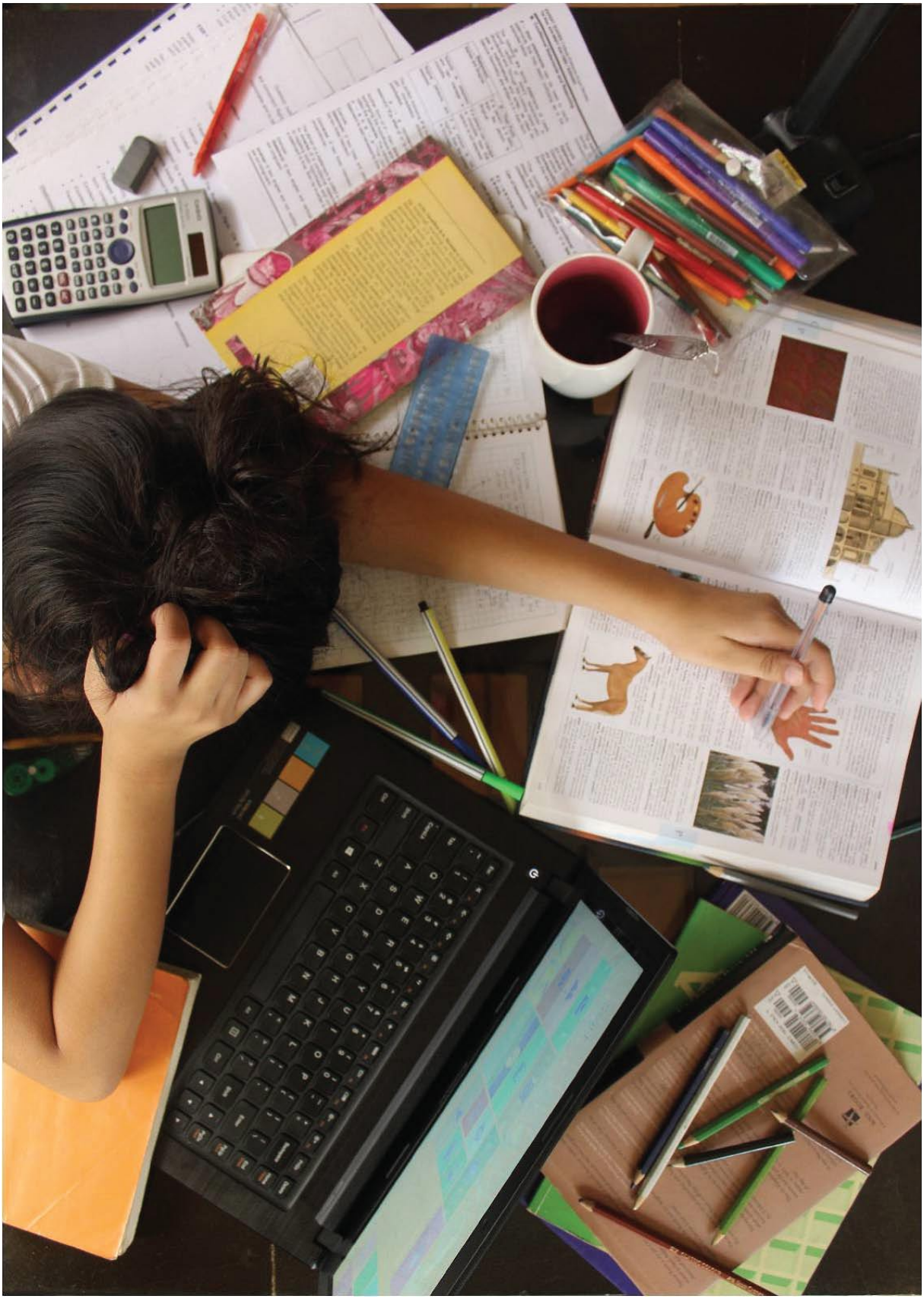
"This photograph strives to capture the importance of engaging youth in sustainable agriculture so that they grow up having minimal negative impact on the earth. Parents can engage their children in agri-tourism to connect the food they eat to where it is grown. Children need to realize that by supporting local farmers they can reduce their carbon footprint and pesticide use. By shopping locally, families can maximize the amount of food they receive for their dollar. The produce is also more nutritionally dense since it is in season. Visiting a farmer's market is a great family activity and it may encourage children to help with meal preparation. Children who learn to cook grow into adulthood with the ability to feed themselves. Therefore, it is evident, that through youth we have an opportunity to begin to influence a new generation of healthy eating."

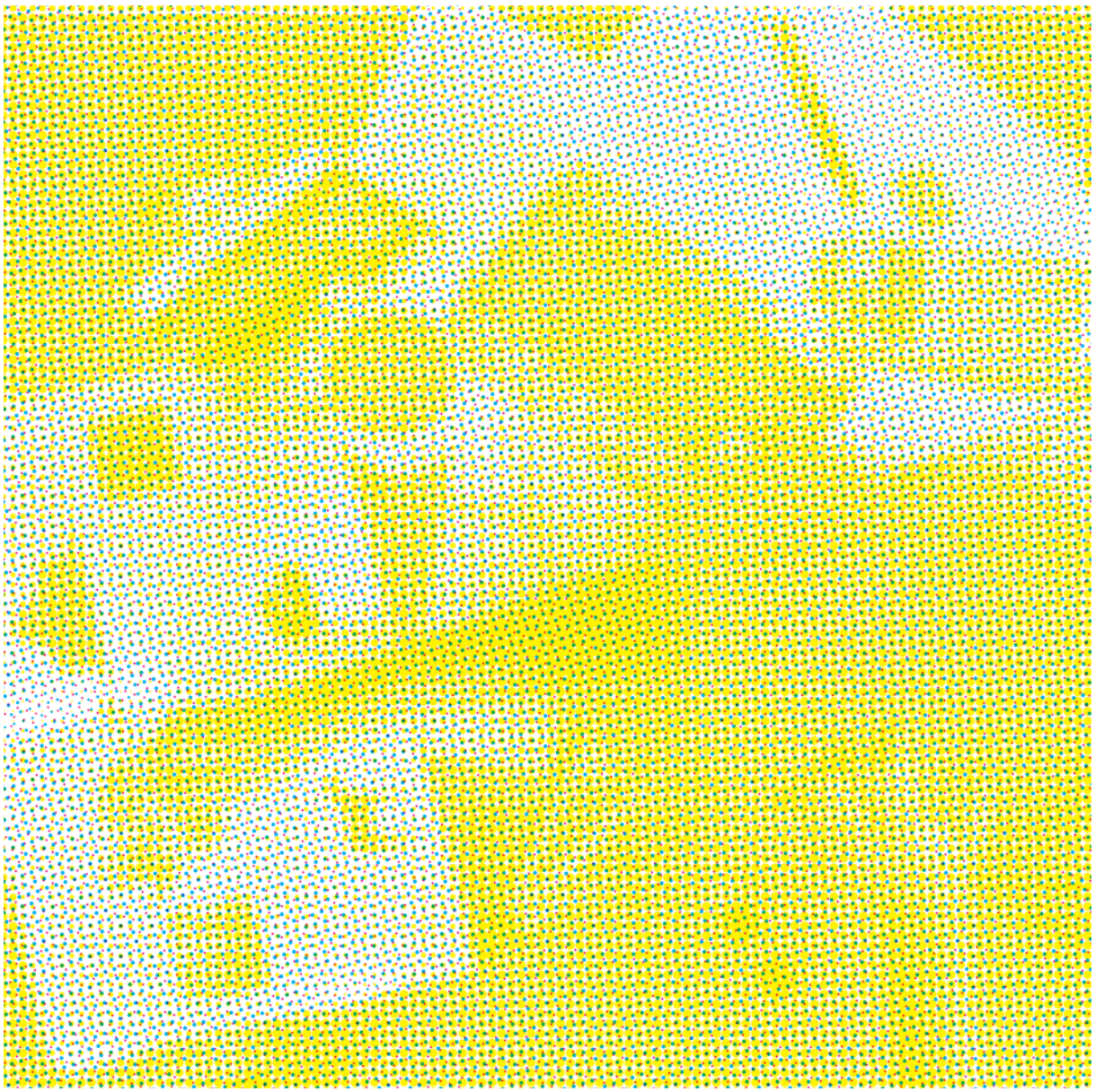


PERL 2014 COMPETITION	Highly Commended
PHOTOGRAPHER	Pauline Coloma
INSTITUTION	Miriam College, Quezon City, Philippines
DETAILS OF LOCATION WHERE PHOTOGRAPH WAS TAKEN	Cubao Expo and Solaire
PHOTOGRAPH CAPTION	**"The Changing Perspective"**

PHOTOGRAPHERS DESCRIPTION OF THE PHOTOGRAPH AND HOW IT IS LINKED TO RESPONSIBLE AND SUSTAINABLE LIVING

"The photo that I am presenting is about how equality is prevailing and that we should be responsible enough to be more aware of it and to maintain it as well."



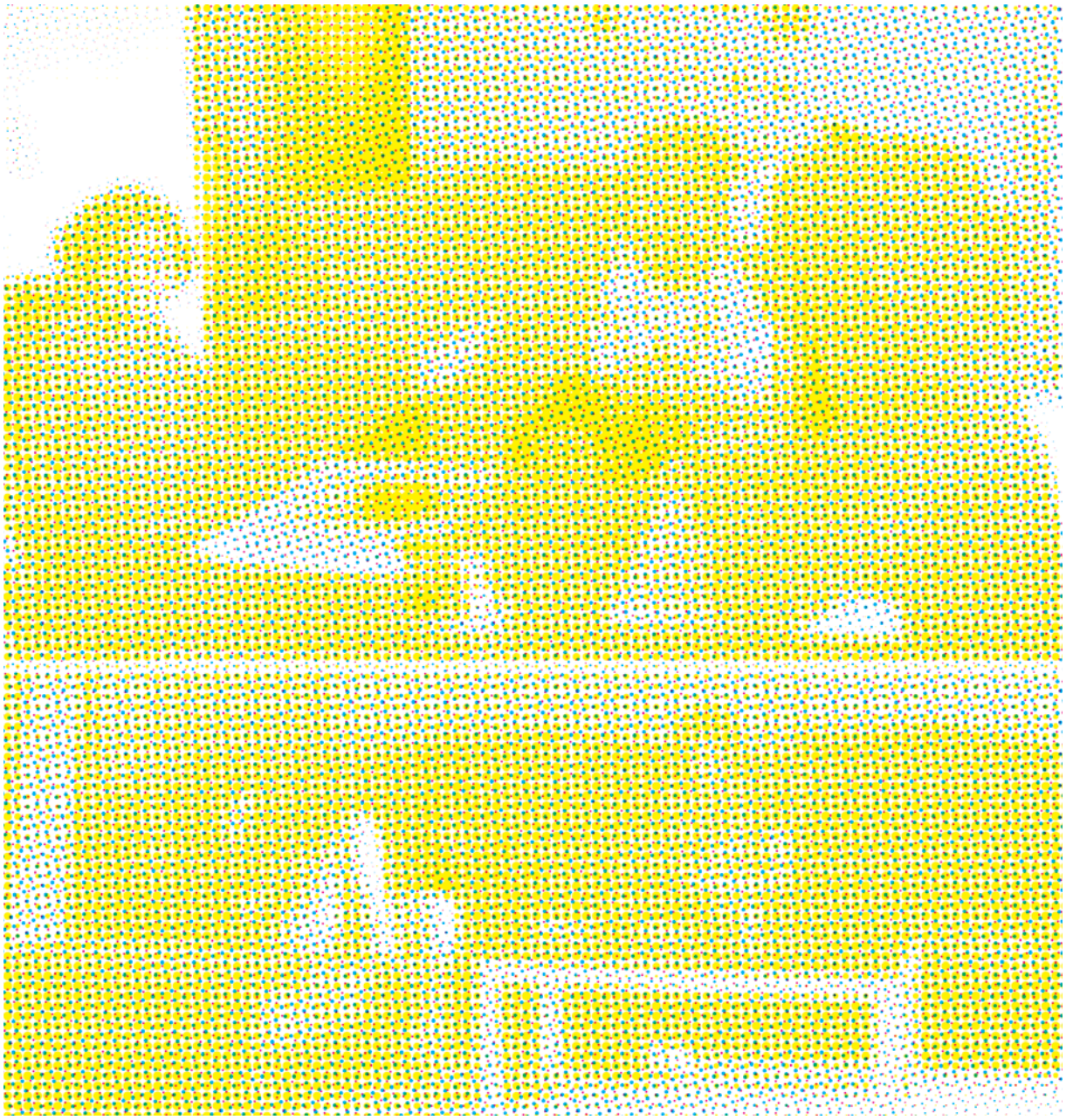


PERL 2014 COMPETITION	Highly Commended
PHOTOGRAPHER	Paola Neyra
INSTITUTION	Miriam College, Quezon City, Philippines
DETAILS OF LOCATION WHERE PHOTOGRAPH WAS TAKEN	Quezon City
PHOTOGRAPH CAPTION	**"Cramming at its Finest"**

PHOTOGRAPHERS DESCRIPTION OF THE PHOTOGRAPH AND HOW IT IS LINKED TO RESPONSIBLE AND SUSTAINABLE LIVING

"The picture shows how a student struggles from doing lots of work in probably a short period of time. This thing can be popularly referred to as cramming. Cramming has been in almost every students vocabulary especially nowadays where technology and other products acquire most of peoples time. The common situation is students tend to procrastinate then they realize that the deadline for all their work is very soon and so they cram.

In connection with the theme new ways of living responsibly! What can you do differently? I can say that in order to live orderly, one must value time. A person should know how to organize his/her smallest of plans because that is one of the simplest ways of living a responsible and goal-oriented life".



PERL 2014 COMPETITION	Highly Commended
PHOTOGRAPHERS	Raneem Kensara, Chandrika Manjunath, Nouran Al sayed
INSTITUTION	Brescia University College, London Ontario, Canada
DETAILS OF LOCATION WHERE PHOTOGRAPH WAS TAKEN	At group members apartment
PHOTOGRAPH CAPTION	**"Then and Now: Reclaiming Family Connections"**

PHOTOGRAPHERS DESCRIPTION OF THE PHOTOGRAPH AND HOW IT IS LINKED TO RESPONSIBLE AND SUSTAINABLE LIVING

"There is a stark difference between the majority of families today and in the past. This is demonstrated by the juxtaposition of colour and black and white of past and present respectively. The aim of this photo is to spark conversation of what family members can do to strengthen their responsibility to one another. The removal of colour from the present is to represent the environment being less conducive to nurture and interaction. With the aid of initiatives such as PERL and reflecting on the past can allow individuals to return to maintaining healthier familial relationships".

PERL 2014 COMPETITION	Highly Commended
PHOTOGRAPHERS	Robert Thomas, Leah Geetan,
INSTITUTION	Brescia University College, London Ontario, Canada
DETAILS OF LOCATION WHERE PHOTOGRAPH WAS TAKEN	Proudfoot community garden plot, London, Ontario
PHOTOGRAPH CAPTION	**"Urban Community Gardening"**

PHOTOGRAPHERS DESCRIPTION OF THE PHOTOGRAPH AND HOW IT IS LINKED TO RESPONSIBLE AND SUSTAINABLE LIVING

"This photograph highlights various aspects of community gardening. This subject matter was chosen because community gardening has been shown to positively benefit communities through enhancing food security, building local and regional food systems and enhancing social inclusion with community members.

Strengthening local and regional food systems can reduce strain on infrastructure and support food producers making the community less dependent on international agriculture imports.

Those who are suffering food insecurity can improve their access to food through community gardening which will make foods that may have been impossible to obtain within reach. These effects can improve sustainability for communities that participate and enhance their wellbeing."

EVALUATION / REFLECTION

At the end of each activity students and teachers are encouraged to evaluate and reflect on their learning and their experience of participating in different activities. There are many ways to do this and Ideas can be found in all of the PERL toolkits. Here are a few ideas:

Activity 1: Reflective questions for students and teachers

Students:
At the end of the activity invite students to discuss and reflect on one or more of the following:

- What have they learnt from this activity / experience that they didn't know before?
- What if they hadn't done the activity? What if they didn't know what they now know as a result of the activity?
- Did the activity theme link to any other subjects? How would they use the learning from the activity in other subjects? At home? At work? In the community?
- What would they like to find out more about?
- Has the activity improved their critical thinking?
- Has the activity helped to create awareness of other peoples' worlds and perspectives?

Teachers:
Teachers might reflect on:

- Were the learning objectives achieved? Were the outcomes of the activity different to what they expected?
- What was their role during the activity?
- Was there anything that surprised them during the activity?
- Were the students engaged? Motivated? Learning? Questioning? Analysing? Reflecting? Imagining?
- What changes, if any, could be made to this activity if doing it again?
- What is the next stage of the learning process for this group of students?

Activity 2: Text messaging

Invite students to imagine they are writing a short text message to reflect on the activity. What would the wording of the text message be?

Activity 3: Forecasting

Invite learners to reflect on the future from two perspectives e.g.

- If everything they learnt today is true what will the future look like?
- If everything they learnt today is false what will the future look like?
- How do both compare?

Activity 4: Reflective connections

Place a selection of photographs on the floor or on a table. Photographs can be diverse and don't need to necessarily have an obvious connection to the activity theme.
Invite students to reflect on the activity and select one photograph that makes a connection with / reminds them of something that they have learnt during the activity. Invite a number of students to share their photographs and reflective connections.

Activity 5: I used to think...but now I know...so now I am going to...

After the activity students are asked either verbally or in writing, to compare their thoughts at the beginning of the activity to their thoughts on completion of the activity. A comparison of students' thoughts before and after can be used to examine if and how their thinking has changed at the end of the activity. It prompts students to recall their ideas and deepen their thinking. Through the act of thinking about their ideas students actively engage in the process of constructing, modifying or deepening their knowledge. The reflection process also promotes learning with understanding in a variety of areas. (Keeley, 2008).

Example of a reflective recording sheet:

I USED TO THINK ...	BUT NOW I KNOW ...	SO NOW I AM GOING TO ...

Adapted from Keeley, 2008.

Activity 6: Ticket to leave

A 'ticket to leave' or an 'exit ticket' is a good way to get students to reflect on a session and can provide useful feedback to the teacher.
A few minutes before the end of a session students are invited to engage in a 'ticket to leave' activity. They write thoughts on a card, 'post-it' etc. and then hand to the teacher when exiting the room at the end of a session.
For example students might be asked by the teacher to focus on addressing one of the following on their 'ticket to leave'.

- Identify one important thing you have learnt today
- Identify one area you would like to learn more about
- Identify one area where you feel you are confused
- What was the best part of today's class?
- What questions do you still have about today's session?

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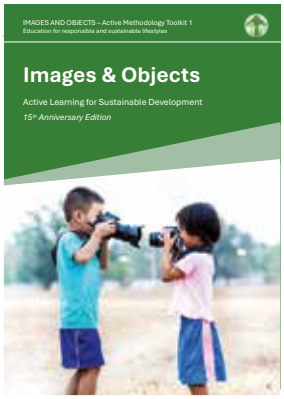
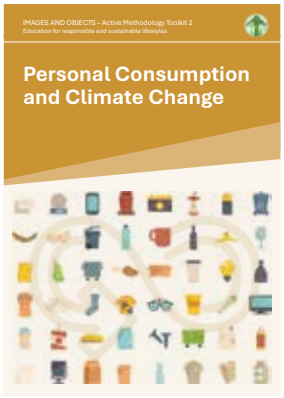
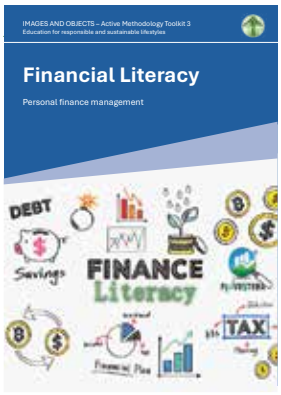
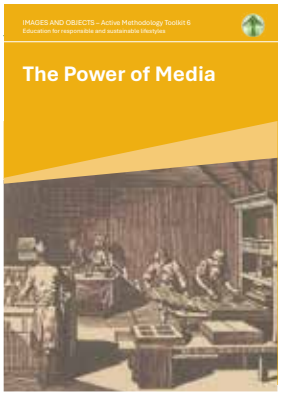
STICK AN ENVELOPE HERE TO STORE THE CARDS.

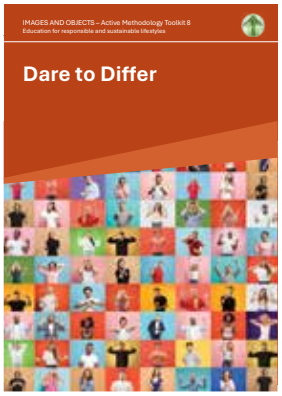
The *Images and Objects* Active Methodology Toolkit series

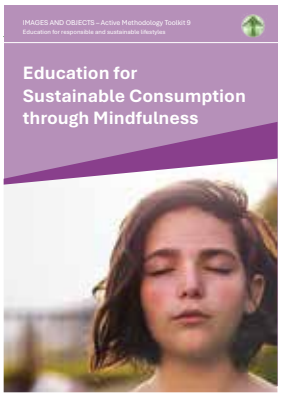


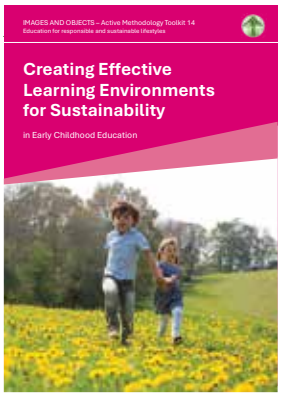












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"Technology will never replace great teachers, but in the hands of great teachers, it's transformational."

George Couros