

Artists 'as Green Actors of Change' Curriculum



A(RT)CTION
for Climate
Change



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Table of Contents

Introduction	4
Module 1: Becoming Actors of Change for Climate Change	7
1.1 Climate change: causes and consequences	7
Environment and quality of life	7
Definition of climate change	8
Causes of climate change	8
Consequences of climate change	9
1.2 Making Climate Change a priority	14
Making Climate Change a priority	14
Who can become a Climate Pact Ambassador?	15
Module 2: The power of Arts to Trigger Change	20
2.1 Learning about Climate Change with Art	20
Identifying how art can contribute toward fighting climate change	20
Identifying ways to raise awareness of climate change through art	22
Approach climate change as an integral element of their practices	22
2.2 Ways to maximize environmental impact through art	26
Environmental Art - Definition	26
Art and nature	26
Characteristics and aims of environmental art	29
Networking opportunities	29
2.3 Climate Change Communication	33
Achieving climate change communication	33
Getting the audience's attention	34
Making behaviour change easier	34
Module 3: Social and Green Entrepreneurship	40
3.1 Art and social entrepreneurship	40
Understanding Social Enterprises	40
Challenges and opportunities in social entrepreneurship	41



Art-based Social Enterprise	43
Case studies	44
3.2 Green business fundamentals	49
What makes the circular economy important for sustainable development?	49
What can Cultural and Creative Enterprises do?	50
The concrete measures to reduce the environmental impact.....	50
Eco-friendly production practices	51
Which products to use: the "certified" suppliers	52
Energy sources and natural resources	54
The Green Business Plan	56
Case studies	57
Module 4: Artists in a Digitized World	67
4.1 Social media and digital tools.....	67
The need for appropriate strategic or marketing management in the arts sector.....	67
How to use digital marketing in the arts sector	68
How to use content marketing to share arts	69
4.2 Intellectual Property Protection.....	73
Intellectual Property	73
Copyright and licenses.....	74
Copyright, Creative Commons and Public Domain	75
Safety	75
References	79



Introduction

The **A(RT)CTION for Climate Change** project, no. 2021-1-EL02-KA220-YOU-000029005, aspires to enable behavioural changes for individual preferences, consumption habits, and lifestyle by training and educating young visual artists and youth workers on how to be true agents of change and green entrepreneurial practitioners. Acknowledging the drastic consequences that this environmental challenge might have in the lives of all living species, this project can be seen as a challenge-born solution towards contributing to a more sustainable future by capitalizing on the influential power of arts and green entrepreneurship to raise awareness about environmental issues and foster positive behavioral change. In an educational, ambassador-like scheme, A(RT)CTION aims to put visual artists at the heart of the green environmental movement and help them to play a significant role in raising awareness on climate change and encouraging sustainable social, economic, and environmental practices worldwide.

The present Curriculum aims to educate young people regarding environmental sustainability and help them to contribute toward a greener future by utilizing their work of art. In particular, it is designed to meet the needs of creative young visual artists across the European Union, whose work is - or has the potential to - be related to the environment (and, therefore, the potential to raise awareness about environmental challenges at a local, national and European level). Following the needs mapping of Young Artists and Youth Art Workers through questionnaires and interviews conducted in Cyprus, Greece, Italy and Spain, the main themes of the Curriculum emerged. Thus, it includes the following four modules, each of which contains interconnected lesson plans:

- 1. Becoming Actors of Change for Climate Change**
 - a. Climate Change: Causes and Consequences
 - b. Making Climate Change a priority
- 2. The power of Arts to Trigger Change**
 - a. Learning about Climate Change with art
 - b. Ways to maximize Environmental Impact through art
 - c. Climate Change Communication
- 3. Social and Green Entrepreneurship**
 - a. Art and Social Entrepreneurship
 - b. Green Business Fundamentals
- 4. Artists in a Digitized World**
 - a. Social media and digital tools
 - b. Intellectual property protection



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The first module aims to familiarise young visual artists with the phenomenon of climate change and presents several compelling reasons and ways to motivate themselves to become true agents of change in addressing the challenges of climate change. The second module focuses on connecting ideas with current issues such as the climate crisis and environmental protection. It provides practical examples on approaching ecological issues through art and communicating the message of fighting climate change. The third module focuses on visual artists' practices to promote social and environmental change. It offers comprehensive information on how their business can generate social value and promote the Sustainable Development Goals. Furthermore, it highlights the importance of using principles of the circular economy and provide guidance on how artists can reduce their carbon footprint. The fourth module is related to digital entrepreneurship in the cultural and creative sector.

Each mini-lesson includes learning activities that last approximately 45 minutes. Thus, the Curriculum contains a total of 20 activities. Through the learning activities, readers can practice the necessary skills that have been emphasized in the A(RT)CTION survey, such as communication, decision-making, problem-solving, self-management, creativity and initiative. The learning activities consist of case studies, videos with related questions, knowledge, or skills assessment tests for readers to reflect on. In addition, as the lessons and activities employ digital tools and resources (e.g., online videos, websites, etc.) to a large extent, an internet connection is needed. To enable subtitles for a video in your national language, click on the little gear icon on the bottom right of the video and select subtitles. Many videos have automatically generated subtitles, so you can click the "Auto-translate" option. Last but not least, each lesson includes a short assessment measuring readers' achievement of learning objectives.

Are you ready to become a Green Actor of Change?



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Module 1: Becoming Actors of Change for Climate Change

1.1 Climate change: causes and consequences

 <p>Lesson's description</p>	<p>This lesson presents the phenomenon of climate change and explains its causes and consequences</p>
 <p>Goal</p>	<p>The aim of this lesson is to raise awareness on climate change by providing you with full knowledge about its causes and consequences</p>
 <p>Learning outcomes</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Definition of climate change • Causes and consequences of climate change <p>Skills:</p> <ul style="list-style-type: none"> • Ability to understand and explain the causes and consequences of climate change • Ability to act in an environmental- friendly way <p>Attitudes:</p> <ul style="list-style-type: none"> • Take initiatives to fight against climate change • Follow and promote a lifestyle that isn't harmful for the planet

Environment and quality of life

The sustainable development definition and the Sustainable Development Goals (SDGs) of the United Nations recognize the environment' importance for the quality of life. Sustainable development is defined as the kind of development which meets the needs of the present without compromising the ability of the future generations to meet their own needs. The loss of environmental resources has far-reaching implications for the welfare of the current generation and for the ability of future generations to maintain and improve the welfare and living conditions of human beings (Keles, 2011)



Definition of climate change

Climate change is the phenomenon of increasing global temperature leading to changing global and regional climate patterns, apparent from the late 20th century. Climate change is also called the greenhouse effect because some gases in the Earth's atmosphere act like the glass in a greenhouse, trapping the sun's heat and stopping it from leaking back into space and causing global warming (EC, n.d.). The greenhouse effect is not by itself a harmful phenomenon, since it is necessary to keep global temperature high enough (about 1.5 °C), so that life can be sustained on Earth (Nasa, n.d.). However, due to higher-than-normal concentration of greenhouse gases, global temperature is increasing by 0.2°C per decade, which undermines natural balance.

Causes of climate change

The main cause of climate change is the impact of human activities on nature. Even though greenhouse gases occur naturally, human activities are increasing the concentrations of some of them in the atmosphere:

- Carbon dioxide (CO₂)
- Methane
- Nitrous oxide
- Fluorinated gases

Among greenhouse gases, CO₂ is the largest contributor to global warming. By 2020, its concentration in the atmosphere had risen to 48% above its pre-industrial level (before 1750). The other greenhouse gases are emitted by human activities in smaller quantities. Non-greenhouse gas pollutants, including aerosols like soot, have different warming and cooling effects and are also associated with other issues such as poor air quality (EC, n.d.).

Human activities contributing to an increased concentration of greenhouse gas are:

- Burning coal, oil and gas, which produces carbon dioxide and nitrous oxide.
- Deforestation, since trees help to regulate the climate by absorbing CO₂ from the atmosphere. When they are cut down, that beneficial effect is lost and the carbon stored in the trees is released into the atmosphere, adding to the greenhouse effect.
- Increasing livestock farming, since cows and sheep produce large amounts of methane when they digest their food.
- Fertilizers containing nitrogen producing nitrous oxide emissions.
- Fluorinated gases, which are emitted from equipment and products using these gases. Such emissions have a very strong warming effect, up to 23 000 times greater than CO₂.



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Natural causes, such as changes in solar radiation or volcanic activity are estimated to have contributed less than plus or minus 0.1°C to total warming between 1890 and 2010 (EC, n.d.).

Consequences of climate change

The consequences of an increasing global temperature include intense heat, droughts and floods, wildfires, reduction of water resources, rising sea level, loss of biodiversity, soils, inland water, and marine environmental changes. The impact of these environmental changes is translated as loss in business, tourism, energy, infrastructure, agriculture, and the economy in general (Holme & Rocha, 2021).

Climate change is already having negative effects on various aspects of people's life because it affects the environment, the food supply, and health issues. It is expected that climate change will cause hundreds of thousands of deaths each year by 2050. According to experts, rising temperatures are expected to increase the frequency of extreme weather events, cause severe food shortages, increase the number of people living with diseases such as malaria and diarrhoea and bring new diseases. Some of the most vulnerable individuals are children, women, and ethnic minorities (EC, n.d.).

Although it is clear that climate change has an influence on human health, it is still difficult to predict the scope and severity of many climate-sensitive health hazards. The susceptibility of populations, their resistance to the current rate of climate change, the breadth and pace of adaptation will all play a significant role in determining the health implications of climate change in the short- to medium-term. Over the past few decades, environmental quality has increased substantially throughout Europe. However, environmental health risks still have an impact on Europeans.

In recent years, heatwaves across Europe have claimed thousands of lives, while cold snaps are associated with ill health and excess mortality. Droughts are also a problem because they negatively affect transportation infrastructure, forestry, agriculture, water, and biodiversity. The lower river and groundwater levels impede plant and tree development, intensify insect infestations, and ignite wildfires. The duration and intensity of the wildfire season will lengthen with more frequent and severe droughts, especially in the Mediterranean area. The region that is at risk from wildfires is growing as a result of climate change (EC, n.d.).

The availability of fresh water is also affected due to changes in rainfall patterns, sea level rise, increased evaporation and melting of ice. A decline in water quality is anticipated to be brought on by more frequent and severe droughts as well as rising water temperatures. Such



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circumstances promote the development of harmful bacteria and algae, which will exacerbate the water quality issue (EC, n.d).

In the upcoming years, flooding is probably going to happen more often in Europe due to climate change. Due to increasing temperatures, it is predicted that heavy rainstorms will occur more frequently and will be more powerful; flash floods will also be more recurrent over Europe. Less winter snowfall in some locations may reduce some dangers, such as early spring floods, in the short run, but the increased risk of flash flooding in mountain areas, which overloads the river system, may counteract those impacts in the long term (“Consequences of climate change”, 2022).

Throughout the 20th century, sea levels increased, and in more recent years, the trend has accelerated. The rise is mostly caused by the seas’ thermal expansion as a result of global warming. However, the Antarctic ice sheet and glaciers’ melting ice also contribute. By the end of the century, it is anticipated that Europe would see an average sea level increase of 60 to 80 cm, mostly dependent on how quickly the Antarctic ice sheet melts. Additional saltwater intrusion into freshwater bodies is also anticipated to result from this, which will have an impact on agriculture and the availability of drinking water. Additionally, it will have an impact on the natural resources and services that coastal ecosystems and biodiversity supply. The loss of several wetlands threatens rare bird and plant species and eliminates the storm surge protection that these regions naturally offer (EC, n.d.).



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Test your knowledge by taking the following quiz

Q.1	Climate change is a phenomenon related to temperature and to weather conditions	True	False
Q.2	The main cause of climate change is increased gas emissions	True	False
Q.3	Climate change deteriorates from deforestation	True	False
Q.4	Climate change is positive due to warmer winters	True	False
Q.5	The greenhouse effect is responsible for climate change and its negative impact	True	False

Correct answers

True: Q1, Q2, Q3

False: Q4, Q5



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Learning Activities	
 <p>Type of Activities</p>	<p>1. According to what you learned from this lesson, answer the following questions:</p> <ol style="list-style-type: none"> What is climate change? Have human activities played a role in climate change? <p>2. Watch this video: https://www.youtube.com/watch?v=uynhvHZUO0o</p> <p>After watching the video, answer the following question:</p> <ol style="list-style-type: none"> What did you make the biggest impression from the video? What are the effects of climate change on humans and society? Can you propose solutions against climate change? What will you change in your everyday life? <p>3. Complete the following quiz about climate change http://take.quiz-maker.com/QBZNYJW9A</p>
 <p>Skills Connected</p>	<ul style="list-style-type: none"> ● Critical thinking ● Research skills ● Initiative for action ● Environmental consciousness
 <p>Teaching Methods</p>	<ul style="list-style-type: none"> ● Interactive learning of meaning processing ● Brainstorming
 <p>Required Resources</p>	<ul style="list-style-type: none"> ● Internet connection ● Digital devices



 <p>Duration</p>	<p>45 minutes</p>
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1.2 Making Climate Change a priority

 <p>Lesson's description</p>	<p>In this lesson, you will be given tools to start your journey as true agents of change in addressing the challenges of climate change as part of the European Climate Pact.</p>
 <p>Goal</p>	<p>The aim of this lesson is to show how you can use networks to spread your message of climate neutrality.</p>
 <p>Learning outcomes</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Outline why your action for combating climate change is important • Understand how you can become a Climate Pact Ambassador / Friend of the Climate Pact <p>Skills:</p> <ul style="list-style-type: none"> • Demonstrate understanding of how to become actors of change for climate change • Use the information provided to support the fight against climate change <p>Attitudes:</p> <ul style="list-style-type: none"> • Promote environmental protection • Motivate themselves to become a Climate Pact Ambassador

Making Climate Change a priority

To become a true agent of change is to address the great issue of the climate crisis through your work. Each of us has a different way of transmitting the message, whether through practical work, connecting people, advocacy and, of course, art. The truth is that whatever your vessel of transmitting your climate action message, a network is needed to share and promote your actions. In this case, the European Climate Pact is a great opportunity to join a network of like-minded individuals and organizations and develop your knowledge and capacity on environmental, social and climate issues. As described on the official European Climate Pact website, "European Climate Pact Ambassadors inform, inspire and support climate policy and action in their communities and networks. They also connect their networks with others in the Climate Pact."



Who can become a Climate Pact Ambassador?

Individuals that are part of local communities, networks, civil society organizations, youth and student initiatives, as well as mayors and other public office holders from across Europe, can become members of the European Climate Pact (Climate Pact 2020). The European Climate Pact is an EU-wide initiative inviting people, communities and organisations to participate in climate action and build a greener Europe (EU Climate Pact). The Pact encourages to:

- Connect and share knowledge
- Learn about climate change
- Develop, implement and scale up solutions

In the activities of this lesson, you will explore how to join the network and use it to spread your message. Before doing so, you should know that the benefits of being a Climate Pact Ambassador include:

- Gain visibility via a profile in the Climate Pact Website and the EU commission
- Join the EU wide network of Climate Pact Ambassadors
- Access to useful material on climate change, the Pact, communication and engagement
- Use of European Climate Pact branded materials for the creation of web and social media
- Raise awareness for your climate action and gain EU visibility
- Network with other Climate Pact ambassadors all over Europe, join them in official events
- Specific online and in-person workshops with EC policy experts on climate related topics

The European Climate Pact offers you also the opportunity to meet the [European Climate Pact Ambassadors](https://climate-pact.europa.eu/ambassadors/meet-our-ambassadors_en) across the world. To find out more about the ambassadors click here: https://climate-pact.europa.eu/ambassadors/meet-our-ambassadors_en

Watch the following video of Marine Cornelis, who is a European Climate Pact Ambassador in France, and try to find your own motivation on becoming one:

<https://www.youtube.com/watch?v=NA8XGcuy3uQ&t=7s>



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Test your knowledge by taking the following quiz

- | | | | |
|-----|--|------|-------|
| Q.1 | The role of a climate pact ambassador is to lead, inspire and connect. | True | False |
| Q.2 | As a European Climate Pact Ambassador, you will be representing the European Commission. | True | False |
| Q.3 | To become a Climate Pact Ambassador, you should be a public office holder. | True | False |
| Q.4 | You can only join the Climate Pact by being a Climate Pact Ambassador. | True | False |
| Q.5 | To join the Climate Pact, you have to be based in an EU member state. | True | False |

Correct answers

True: Q1, Q5

False: Q2, Q3, Q4



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Learning Activities	
 <p>Type of Activities</p>	<ol style="list-style-type: none"> 1. Check the European Climate Pact website. Then, reflect on whether you would like to become a Climate Pact Ambassador: <ol style="list-style-type: none"> a) Would you like to meet and discuss at least on a monthly basis with other young people with environmental concerns? b) Would you like to improve your communication skills? c) Would you like to take a stance on potentially heated subjects? d) Would you like to sacrifice otherwise free time to further investigate Climate Change and network with people from all over the world? 2. The most difficult aspect of being a Climate Pact Ambassador is speaking out on issues of worldwide importance. However, is there anything more important than your voice being heard? <ol style="list-style-type: none"> a) Apply to become a Climate Pact Ambassador / Friend of the Climate Pact. b) Organize a Peer Parliament.
 <p>Skills Connected</p>	<ul style="list-style-type: none"> • Critical thinking • Research skills • Initiative for action
 <p>Teaching Methods</p>	<ul style="list-style-type: none"> • Brainstorming
 <p>Required Resources</p>	<ul style="list-style-type: none"> • Internet connection






	Duration	45 minutes
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Module 2: The power of Arts to Trigger Change

2.1 Learning about Climate Change with Art

 <p>Lesson's description</p>	<p>The lesson provides useful information that connects climate change with art</p>
 <p>Goal</p>	<p>The aim of this lesson is to educate and link current issues such as Climate Change with Art</p>
 <p>Learning outcomes</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Identify how art can contribute toward fighting climate change <p>Skills:</p> <ul style="list-style-type: none"> Demonstrate the ability to create a link between art and the environment <p>Attitudes:</p> <ul style="list-style-type: none"> Approach climate change as an integral element of your practices

Identifying how art can contribute toward fighting climate change

Art and arts-based practices are increasingly seen as a powerful way of developing a meaningful connection with climate change (Bentz and O'Brien 2019; Shrivastava et al. 2012). Artistic and creative practices and approaches can help expand our imaginaries of the future, opening up our minds to new scenarios of change. Art's potential to transform society, as well as its capacity to support agency and inspire feelings of hope, responsibility, and care, has been known for a long time (Boal 2000) and esthetic practices can contribute to deep emotional learning about sustainability. For example, artistic practices can create openness towards more than human worlds, providing access to different sources of cognitive, emotional, and sensual experiences (Pearson et al., 2018). Art has the capacity to raise awareness, to engage creativity for addressing complex problems, and may also support transformation to sustainability (Dieleman 2017).



However, the impact and outcome of a given climate-art project depends on the very nature of it. Here, you can find a framework for understanding and guiding arts-based practices to be used in different ways and for fostering different depths of engagement of a given target group of participants and audiences (see Table 1). In the following section, you can see the three depths of engagement in climate change (as depicted in Table 1), including (a) in art, where art is used as a platform for introducing or communicating the issue, (b) with art, where art serves as a medium to facilitate dialogue and express learning, and (c) through art which conceptualizes art as a means of transformation. Transformation has been conceptualized as a change in societal systems, structures, and relationships, and carries with it a promise of moving the world towards equity and sustainability (O'Brien 2012).

Table 1. Climate engagement in, with, and through art

In art	With art	Through art
<p><i>Art as platform for introducing the issue/as communication</i></p> <p>Characteristics: Aesthetic, attractive, accessible communication of climate change; goal oriented</p> <p>Examples: Illustrating climate change with comics, infographic, or documentaries</p>	<p><i>Art as medium to facilitate dialogue and express learning</i></p> <p>Characteristics: Participatory, experiential, community engaging; process and goal oriented</p> <p>Examples: Providing creative experiences related to climate change including art-&-science labs and participatory art</p>	<p><i>Art as means of transformation</i></p> <p>Characteristics: Co-creational, transdisciplinary, open-ended; process oriented</p> <p>Examples: Using art as a process to discover meanings of climate change, and to deepen and embody experiences e.g., through dance, storytelling, or independently creating an artwork prompted by an open-ended and personally relevant climate-related question</p>



Identifying ways to raise awareness of climate change through art

Apart from facilitating dialogue and the expression of learning, art can operate on a profound, transformative level. It can be a process that engages people with climate change on a deep, emotional, and personal level. It has been argued that at its best, art can be emotionally and politically evocative, captivating, aesthetically powerful, and moving (Leavy 2015). For instance, a theater on the experience of a forest fire can communicate emotional aspects of life in a way that creates a deep connection with the audience, evoking compassion, empathy, as well as understanding and meaning.

The creation of personal meaning usually involves more than the cognitive aspects of climate change. It requires the inclusion of ethical, affective, and aesthetic knowledge, which affect how we interpret and assign value to certain aspects of our life (Castree et al. 2014). Arts practices allow multiple meanings instead of pushing authoritative claims by implying which meanings are considered relevant or correct. In that sense, a piece of visual art, for example, can be interpreted in many different ways depending on the viewer as well as the context of viewing. Another way of creating meaning is through stories. Storytelling and writing are fundamental parts of human life. To a certain extent, we tell stories to give meaning to our lives (Bochner and Riggs 2014). Stories can make us feel connected, open our eyes to new perspectives, stimulate self-awareness or social reflection.

Artistic and creative practices can also include embodied experiences. This is particularly relevant when we consider that all experiences are ultimately embodied and that it is through the senses that we come to know (Wiebe and Snowber 2011). Dance and theater, as particularly embodied practices, can incorporate words and narratives. When we understand the body as having meaning in itself, as opposed to a container where meaning is stored, we can use it as a means to pose questions, connect with emotions, and understand theoretical concepts. This way, dance and movement can challenge norms that are embodied and rendered invisible. It can be argued that it is through the body that we can see and experience differently.

Approach climate change as an integral element of your practices

More and more arts and humanities educators explore climate change as a topic within their classes (Monroe et al. 2017; A. B. Siegner 2018; A. Siegner and Stapert 2019). Usually, they rely on teachings from the natural science disciplines and the biophysical discourse, for example, by reading informative texts about climate change, watching documentaries, applying learning games or by using climate change as a theme for illustrations, paintings, or



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drawings (Climate Generation 2019; Cooper and Nisbet 2017; Dieleman and Huisingsh 2006; Vethanayagam and Hemalatha 2010).

For example, teaching climate change in the arts and humanities courses can be done more holistically, by drawing on the integrative discourse. An integrative discourse sees climate change as interconnected with multiple processes of environmental, economic, political, and cultural change and closely linked to individual and shared norms, beliefs, values, and worldviews (Leichenko and O'Brien 2020). Integrating multiple perspectives, the integrative discourse approaches climate change as a transformative process involving the environment as well as communities and our relationship to nature and each other. Teaching climate change in arts disciplines using an integrative discourse is an approach that is already being applied in schools in Finland. The Finnish climate guide (Sipari 2016) contains tips and tools for multidisciplinary climate education as early as in the primary level.



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Test your knowledge by taking the following quiz

Q.1	Art and art-based practices are limited	True	False
Q.2	Art can raise feelings of sensitivity and social awareness	True	False
Q.3	Climate engagement can be achieved through three different dimensions of art	True	False
Q.4	Climate change as a topic is constantly increasing the educators' interest	True	False
Q.5	Teaching climate change in arts discipline is not yet applied in schools	True	False

Correct answers

True: Q2, Q3, Q4

False: Q1, Q5



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Learning Activities	
 <p>Type of Activities</p>	<p>1. “DESIGN A MASS TRANSPORTATION VEHICLE”</p> <p>a) The aim is to design a mass transportation vehicle that runs on a fuel other than traditional fossil fuels. You come up with a name for your vehicle and design its appearance. The plan should be clear and informative.</p> <p>b) In order to do this activity, it is important to understand what fossil fuels are, how their carbon emissions impact the atmosphere and what renewable energy sources exist.</p> <p>c) Try to compose and outline the plan, sketch the design with pencils and finalize it with markers on A3 paper. The project can be integrated into video art or critical analysis of advertisement.</p> <p>d) Introduce your vehicle for discussion to a colleague.</p>
 <p>Skills Connected</p>	<ul style="list-style-type: none"> • Decision-making • Problem-solving • Self-management • Communication
 <p>Teaching Methods</p>	<ul style="list-style-type: none"> • Visualization • Brainstorming
 <p>Required Resources</p>	<ul style="list-style-type: none"> • Pen and paper • Notebook • Camera
 <p>Duration</p>	40 minutes

2.2 Ways to maximize environmental impact through art

 <p>Lesson's description</p>	<p>The lesson offers examples, and best practices on approaching ecological issues through</p>
 <p>Goal</p>	<p>The aim of this lesson is to educate and familiarize you with ecological artistic movements and practices</p>
 <p>Learning outcomes</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify how art can contribute toward fighting climate change • Identify practical ways to raise awareness of climate change <p>Skills:</p> <ul style="list-style-type: none"> • Demonstrate the ability to create a link between art and the environment • Use the information provided to make behaviour change easier <p>Attitudes:</p> <ul style="list-style-type: none"> • Approach climate change as an integral element of your practices

Environmental Art - Definition

Environmental Art is a movement adopted by artists of different disciplines, who are inspired by nature or use it as a raw material, transmitting its beauty and encouraging us to take care of it. The natural wonders of the planet have inspired us to express ourselves in more than words for thousands of years. From Palaeolithic cave paintings to high impact digital photographs of the animal kingdom. However, the environmental crisis we now experiencing has driven a new artistic movement that goes beyond capturing and depicting nature as in the past, to transforming nature into the work itself.

Art and nature

The first thing that comes to mind when you think of nature in art is landscapes. This genre of painting has been popular in Asia since ancient times but was disparaged in Europe until it

became fashionable in the Dutch baroque period and was then exported to other countries. The world's most renowned landscape painters include the Flemish master Jacob van Ruisdael, John Constable from England, American Thomas Cole, Dutchman Vincent Van Gogh and Monet and Cézanne from France, among many others.

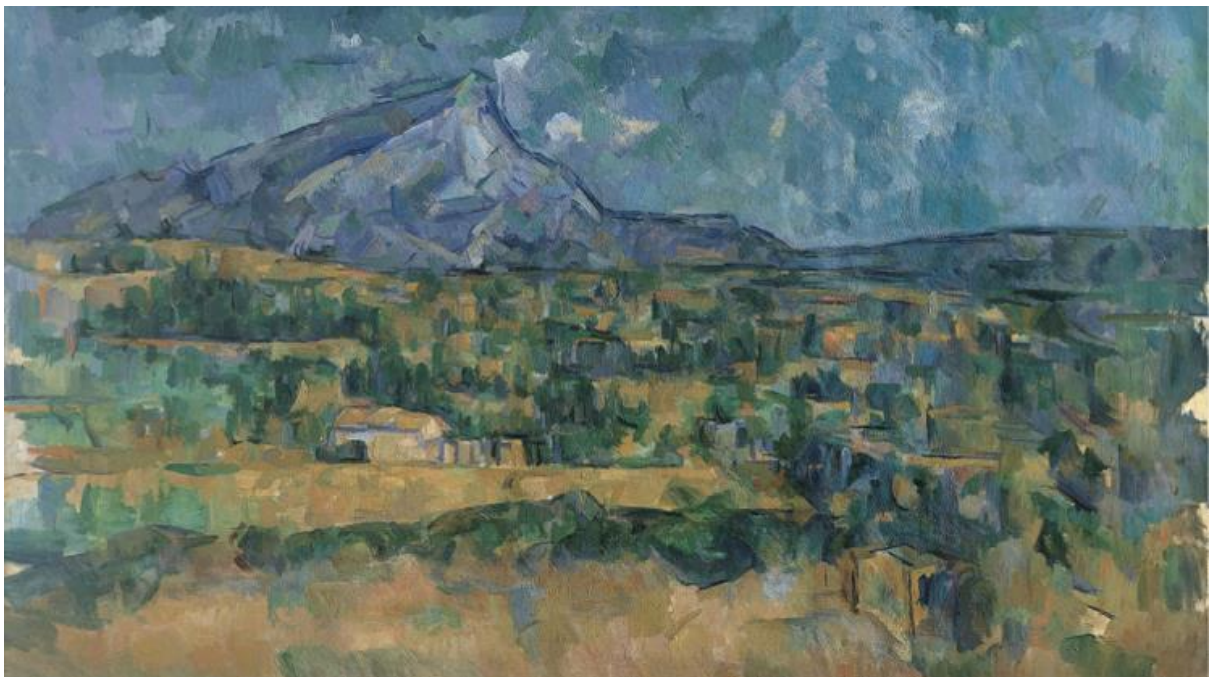
Nature is also a recurring theme in other visual arts. It has inspired everything from the gardens of Versailles (France) by André Le Nôtre to sculptures like Peine del Viento by Eduardo Chillida in San Sebastián (Spain) and the photographs of Yosemite National Park in the United States by Californian Ansel Adams. Japanese architecture blends into its surroundings by using plant materials like paper, bamboo and wood.



‘Green Wheat Fields, Auvres’, by Vincent Van Gogh (1890)



'The Poppy Field near Argenteuil', by Claude Monet, 1875.



'Mont Sainte-Victoire', by Paul Cezanne, (1902-1906).



Characteristics and aims of environmental art

Environmental art encompasses these traditional genres and modern art, addressing ethics and conservationist activism. This new approach to art emerged at the end of the sixties and, unlike the classics, it does more than depict a landscape or include the environment in its creations. The environment becomes the work of art, to raise awareness of the harm we are causing to the environment and call us to action.

Our polluted air and oceans, global warming, deforestation and the consequences of mass consumption for the environment are among the subjects dealt with by contemporary environmental art through photography, painting, drama, dance and sculpture, among other disciplines. Ecoart uses natural, sustainable materials like earth, stones, leaves and branches.

The main aims of environmental art are to:

- Raise awareness of the dangers facing the planet and promote its conservation.
- Encourage communication and citizen participation to protect nature.
- Incentivise political commitment to fight global warming and its impact.

Networking opportunities

Following the links above you can find numerous organizations, projects & initiatives that build connections between earth and art:

1. Artists & Climate Change;
<https://artistsandclimatechange.com/organizations/>
2. Climate Museum UK;
<https://climatemuseumuk.org/2021/12/31/resources-networks-for-culture-change/>
3. Arts For Sustainability Transformations;
<https://www.artsfortransformations.earth/networks>



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KEYS ABOUT ENVIRONMENTAL ART

RAISE PUBLIC AWARENESS

Using a range of artistic disciplines to focus on nature and raise public awareness on environmental problems

ENCOURAGE RESEARCH

Improve understanding of natural phenomena through scientific illustrations and interdisciplinary practices

PROMOTE THE USE OF ENVIRONMENTALLY FRIENDLY MATERIALS

Natural raw materials like sand, branches, leaves, rocks, feathers, etc. are used to make works of art.

RESPECT FOR THE ENVIRONMENT

Art made with biodegradable and recycled materials do not cause environmental damage and the works become part of their surroundings



Source: UNALMED



Test your knowledge by taking the following quiz

Q.1	Environmental art is focused on a specific theme.	True	False
Q.2	Environmental art movement has recently taken place	True	False
Q.3	A lot of well-known artists have practiced environmental art throughout the years	True	False
Q.4	Current environmental issues are among the subjects of environmental art	True	False
Q.5	The key about environmental art includes using environmentally friendly materials	True	False

Correct answers

True: Q3, Q4, Q5

False: Q1, Q2



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Learning Activities	
 <p>Type of Activities</p>	<ol style="list-style-type: none"> 1. “Garbage Art” Create a piece of environmental art using recycled or found materials. 2. “Poster Design” Choose an environmental issue you wish to raise awareness about. Create your poster on A3 sized paper using only graphics. You may use art materials to create it, or use programs such as Photoshop and Illustrator. You may also combine the two if you wish. When designing, consider your layout, images and visual literacy. Your poster must process a statement.
 <p>Skills Connected</p>	<ul style="list-style-type: none"> • Creativity • Expression • Sensitivity
 <p>Teaching Methods</p>	<ul style="list-style-type: none"> • Visualisation • Brainstorming
 <p>Required Resources</p>	<ul style="list-style-type: none"> • Variety of materials • Notebook • Design Programs
 <p>Duration</p>	40 minutes

2.3 Climate Change Communication

 <p>Lesson's development</p>	<p>The lesson provides guidance on conveying coherent and effective messages about climate change. It offers simple tips and steps that can be followed in order for climate change communication to be achieved</p>
 <p>Goal</p>	<p>The aim of this lesson is to inform and encourage you to communicate effectively about climate change</p>
 <p>Learning outcomes</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify practical ways to raise awareness of climate change through communication • Understand how you can get the audience's attention <p>Skills:</p> <ul style="list-style-type: none"> • Demonstrate the ability to create clear and loud messages • Use the information provided to make behaviour change easier <p>Attitudes:</p> <ul style="list-style-type: none"> • Motivate yourself to communicate climate change

Achieving climate change communication

The arts and creative industries can raise awareness among people and motivate them to get involved and support the fight against climate change. However, for many artists, the topic of climate change might be challenging to communicate. Climate change communication could be achieved in different ways. One way is by introducing the general public to a main climate-related topic, such as the causes and consequences of climate change (e.g., natural and social). A second way involves proposing solutions to the problem or discussing what both individuals and organisations could do about climate change (e.g., follow the principles of the circular economy, integrate the Sustainable Development Goals into their businesses, etc.). A third way is a call to action, which actually encourages audiences to be agents of change and accept their responsibility (Armstrong et al., 2018).

The communication should create a position on the topic of climate change, stressing clearly and loudly that it exists and is a very serious threat. Providing messages that include concrete, explicit information and instructions rather than merely scientific concepts appears to be the best way to encourage action (Leal Filho et al., 2018). For this reason, emphasis should be



given to the tone of communication, which should be educational and informative. Furthermore, communication can be proactive and help the targeted audience understand that although the problem is global, the effects are present locally and affect each individual. Nevertheless, even if an artist knows what he/she wants to achieve, in order to craft effective messages and find the most appropriate channels to engage the audience, he/she should be able to identify and understand it.

Getting the audience's attention

Climate change is an urgent issue for the world, but the audience's needs should be considered before plunging into climate change communication efforts. Artists cannot communicate everything to everyone all the time; therefore, it is important to understand the preferences and priorities of different audiences, given their unique contexts. Some Audience Segmentation categories include people who a) understand the topic of climate change and/or advocate to fight against it, b) ignore the dramatic climate changes and remain inactive, c) do not have any or enough knowledge about climate change, and d) are young enough and the format of communication must be significantly adapted to their ability to perceive (Merloni et al., 2020). Thus, a purely scientific communication style might not be suitable when the recipient of the message is the general public.

Some simple tips for conveying an effective message on climate change are:

- Use vivid imagery in the form of metaphors, personal accounts, and real-world analogies
- Prefer messages designed to create, recall, and highlight relevant personal experiences and elicit an emotional response
- Avoid using jargon, complicated scientific terms, and acronyms when talking to the general public
- Define terms that are difficult to be conceived by the audience

Making behaviour change easier

Visual arts can be an important element when communicating climate change. Within the mass media, the images and narratives of climate change frequently focus on extremes such as collapsing ice sheets, wildfires, storms and floods. While these stories attempt to communicate information on the topic, they do not enhance the sense of engagement in fighting climate change (O'Neill & Nicholson-Cole, 2009). However, when the communication also emphasises visually how people's day-to-day activities and lifestyle choices (e.g., energy consumption, transport choices, recycling, etc.) can affect - positively or negatively - the



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climate, this can have a more significant impact on their attitudes and motivational state. Additionally, many people feel that their actions will decrease climate change impacts when receiving messages that frame climate change in terms of what they can gain from action and not what they can lose from inaction (Armstrong et al., 2018).

It is remarkable that even an exhibition's narrative could be categorised into different sections in order for effective communication about climate change to be established (Leal Filho et al., 2018). For example, the first section could be about the basics of climate change (e.g., greenhouse gases, global warming, etc.). The second could explore the factors responsible for causing climate change, focusing primarily on human activities (e.g., burning oils, cutting down forests, etc.). The third could showcase how individual choices mitigate or worsen climate change (e.g., the use of renewable energy, low-energy light bulbs, etc.). The fourth could address the harmful impacts of climate change that can already be observed at the local level (e.g., floods, fires, etc.). The final section could motivate the audience to take action and become agents of change (e.g., by letting them reflect on what they personally do and commit to doing more).

The following list presents ten steps that can be easily followed when communicating climate change (Leal Filho et al., 2018):

1. Consider your audience's expectation
2. Talk only about what you know
3. Take caution with the scientific consensus
4. Be clear about the type of risk or threat you are referring to
5. Capitalise on the power of visual arts
6. Focus on 'when' instead of 'if'
7. Try to communicate through stories
8. Aim neither to overwhelm nor to depress the audience
9. Understand the drivers of people's views
10. Have a conversation, not an argument



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Test your knowledge by taking the following quiz

Q.1	The only way to raise the general public's awareness about climate change is by referring to its causes and consequences.	True	False
Q.2	When communicating climate change, the tone is better to be educational and informative.	True	False
Q.3	Taking into consideration the audience's needs is not important when starting climate change communication efforts.	True	False
Q.4	Communication should emphasise how people's day-to-day activities and lifestyle choices affect climate change.	True	False
Q.5	Special attention should be given to what people can lose because of their inaction.	True	False

Correct answers

True: Q2, Q4

False: Q1, Q3, Q5



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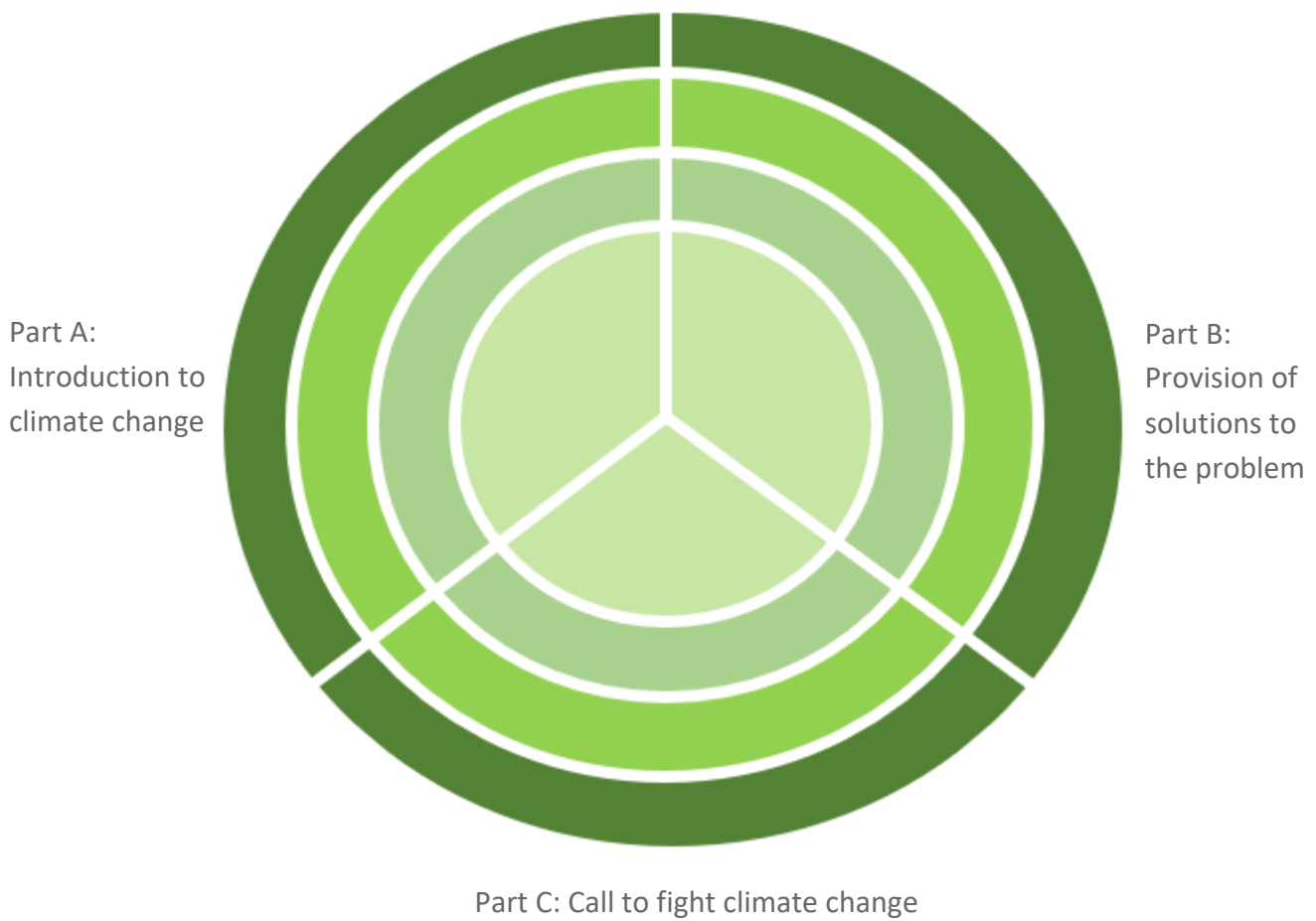
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Learning Activities	
 <p>Type of Activities</p>	<ol style="list-style-type: none"> 1. Define your climate change communication objectives with the help of the following Objective Map Tool: <ol style="list-style-type: none"> a) Draw or print the diagram “Objective Map Tool” (see below) on a piece of paper b) List in each of the three parts of the cycle the ways through which you can achieve communication (e.g., by providing general information, specific solutions or calling to act) and select your ideal way c) Identify which your audience is (e.g., advocates of climate change, inactive citizens, people without knowledge or children) and match it to a specific colour in the circle d) Now you have your communications objectives and can create your message according to the tips and steps provided in this lesson. Remember; <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Is the way you have chosen clear? <input checked="" type="checkbox"/> Does your message stand out? <input checked="" type="checkbox"/> Are the tone and style attractive to your audience? <input checked="" type="checkbox"/> Do visual arts support the message?
 <p>Skills Connected</p>	<ul style="list-style-type: none"> • Decision-making • Self-management • Communication
 <p>Teaching Methods</p>	<ul style="list-style-type: none"> • Visualisation • Brainstorming
 <p>Required Resources</p>	<ul style="list-style-type: none"> • Pen and paper



	Duration	40 minutes
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Diagram: Objective Map Tool



- Audience I**
- Audience II**
- Audience III**
- Audience IV**



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Module 3: Social and Green Entrepreneurship

3.1 Art and social entrepreneurship

 <p>Lesson's description</p>	<p>This lesson offers comprehensive information on how your business can generate social value and promote the Sustainable Development Goals.</p>
 <p>Goal</p>	<p>The topic of this module is for learners to become familiar with integrating environmental and social sustainability in the creative process.</p>
 <p>Learning outcomes</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify what social entrepreneurship is and why it matters • Define what sustainable development is • Categorise practical ways to be eco-friendly artists <p>Skills:</p> <ul style="list-style-type: none"> • Demonstrate the ability to explore business opportunities that address social issues and contribute to the social good • Reduce your carbon footprint <p>Attitudes:</p> <ul style="list-style-type: none"> • Influence your community and/or society with your business

Understanding Social Enterprises

Social enterprise can be described as “businesses that trade to intentionally tackle social problems, improve communities, provide people access to employment and training, or help the environment” by “using the power of the marketplace” (Social Traders, 2019).; it is rather a term describing a business that trades primarily for a social and/or environmental purpose, or for the good of the community, or specific groups within the community.

Social enterprises are businesses changing the world for the better. Similarly, to traditional companies aim to make a profit; however, what they do with their profits separates them – reinvesting or donating them to create positive social change (Bornstein and Davies, 2010). It is business for the benefit of everyone involved, and when they profit, society profits.



The main characteristics of the social enterprise are:

1. A clear social or environmental mission is set out in its governing documents.
2. Business activities primarily generate income.
3. There is market demand for the organisation's goods and services.
4. Is controlled or owned in the interests of its social mission.
5. It is transparent in how it operates and its impact.
6. Is participatory, promoting and encouraging the participation of one or more groups of citizens.
7. Benefit the community as the main objective. The main priority of a social enterprise is not making a profit as its own profit. Its greatest interest is satisfaction and obtaining a benefit for society.
8. Reinvesting or giving away most profits or surpluses towards its social purpose.
9. Guarantee equal opportunities, avoiding any discrimination.
10. It is based, above all, on the labour force rather than on capital.
11. Promote economic and social innovation.
12. Data drives decision-making: Success is measured by the impact on their goal.

Challenges and opportunities in social entrepreneurship

Despite recognising the need to harness business and market-based approaches to address the global challenges, the current economic system is not optimised to support organisations, merging the logic of business and social purpose into one entity (EU, 2018).

Social enterprises contribute to stronger economies. In addition to creating new jobs and enabling non-profit organisations to sustain their services, there are many areas where social enterprises positively impact healthy and sustainable communities, based on the United Nations Department of Economic and Social Affairs. This can include:

- Building local economies: Social enterprises employ local people who otherwise may migrate or endure long commuting times.
- Communities that embrace social enterprises are supporting jobs and helping to build enduring economies.
- Environment & biodiversity: Upcycling, recycling, food production, composting, eco-tourism, nature, wildlife and preservation sanctuaries can all be set up to tackle climate change and social impact.



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- Inclusivity: Social enterprise can work with those more vulnerable or overlooked in society and bridge the gap between young and old, or between immigrants, offering the support needed to assist those in difficulty.
- Community and Business: Social enterprises can often play a vital role in bridging businesses with communities and offering companies the chance to invest or purchase more socially responsibly.

The social enterprise is also an opportunity, and a driver for the implementation of the 2030 Agenda and its 17 Sustainable Development Goals (SDGs) at a European and a global level, especially for the achievement of Objective 8 “promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work”.



Figure 2: Sustainable Development Goals

Source: United Nations



Art-based Social Enterprise

With the social turn in contemporary commercial activity, there has also been a parallel social turn in contemporary art practice. A shift towards socially-oriented arts practices gained momentum and force in response to the Global Financial Crisis of 2008 (Belfiore and Bennett, 2008). Art is increasingly conceived and rationalised for the state and the market as a cultural practice that contributes to economic development (Van der Pol, 2007; O'Brien, 2014). Creativity has become the foundation for innovation within new business practices (McRobbie, 2016).

Yet, art has been increasingly positioned also as addressing community, environmental and cultural needs and values (McQuilten and White, 2016). The growth of Art-based Social Enterprise (ASE's) suggests possibilities of an alternative economy. It reflects the interest in how the arts can support social and economic development and how new financial arrangements can support the art sector (Terjesen et al., 2012). For this reason, the terminology of social enterprise and the framework of market engagement it suggests has been increasingly embraced in the name of a range of broader political aims connected with environmental sustainability, global equity, social inclusion and social justice (McRobbie, 2016; Raunig et al., 2011; De Peuter, 2011).

Social enterprise is seen as a model for the arts that can shift emphasis from profit to social values (McRobbie, 2011; Wilson, 2014). This creates a paradoxical position for ASEs in that they are working to reduce the uncertainty with minimal resources and limited and short-term funding (Kavanagh et al., 2002). Many ASEs are, therefore, focused on "income generation", rather than job creation and supporting artists to develop income streams and entrepreneurial skills that are relevant to the market contexts that frame creative activities. This point of difference is not widely acknowledged in the academic or industry-oriented literature, which overwhelmingly portrays social enterprise models as congruent with conventional employment creation strategies (Terjesen et al., 2012).

In response, some ASEs aimed to generate employment opportunities for participants within the social enterprise rather than focusing on transitions to mainstream employment. Art is offered as a strategy for engagement, as a source of pleasure, as developing diverse social connections and as creating pathways to further education and training (Winner et al., 2013; Montgomery, 2017).



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Case studies

- [Amardillo & Co](#) offers hand made pieces made from natural materials such as hemp, cotton and wool, made by women in Bangladesh, offering above the standard salary and supports local education facilities.
- [Lesvos Solidarity](#) is an art and craft based social enterprise, based in Lesvos, Greece where they manufacture bags reusing life jackets as well as offering job opportunities to refugees and locals.
- [The New Raw](#) is a design studio in Rotterdam, Netherlands, where they explore ways of reducing plastic and transforming it into public furniture through 3D-printing.



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Test your knowledge by taking the following quiz

Q.1	A social enterprise must reinvest part of its profit back into society.	True	False
Q.2	A charity organisation is the same as a social enterprise.	True	False
Q.3	A social enterprise is legally recognised in all EU countries.	True	False
Q.4	The Sustainable Development Goals can refine the purpose of a social enterprise.	True	False
Q.5	An art-based social enterprise cannot rely only on short funding for specific projects.	True	False

Correct answers

True: Q1, Q3

False: Q2, Q4, Q5



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Learning Activities



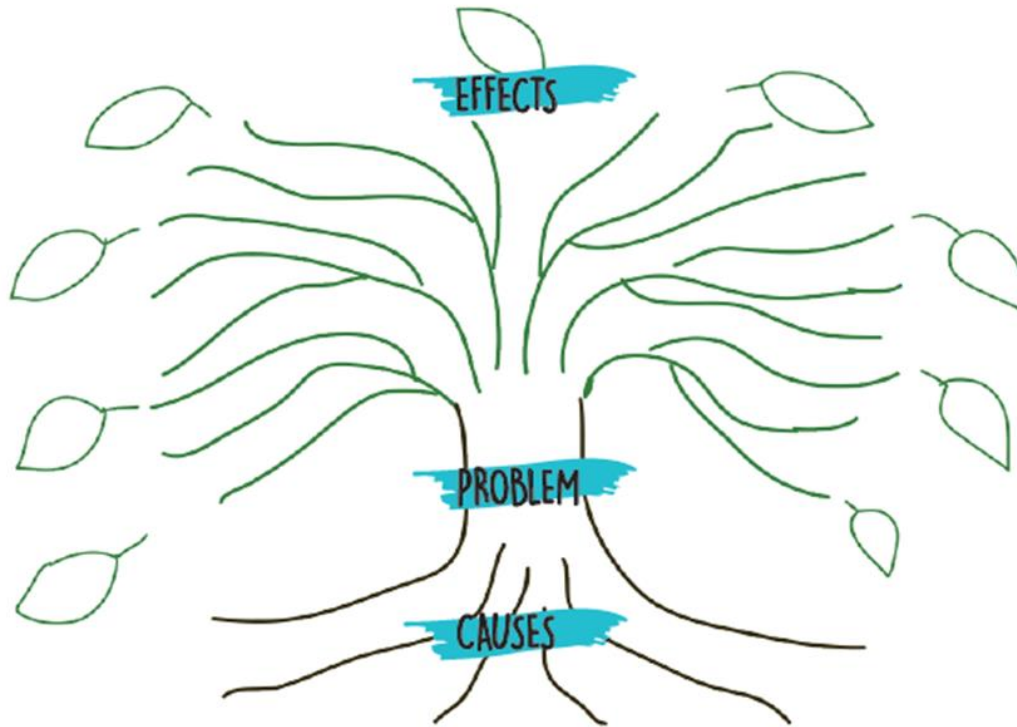
Type of Activities

1. Create your own social enterprise - what can you do for your community?
 - a) See the graphic problem tree and draw it in a blank page showing the core problem in the middle, the effects of the problem on the top section, and the root causes underneath.
 - b) I Reflect on the vision and mission of a social enterprise.
 - c) Try to answer the following questions:
 - i. What are the boundaries of the community you want to act upon?
 - ii. What groups of people exist in your community?
 - iii. Do any of these groups have special needs?
 - iv. Who are the leaders and communicators in your community?




2. After determining the community and identifying the specific groups and their needs, it is time to investigate the main problems these groups or the community are facing. You can take into consideration the following questions:
 - a) What are the main problems in your community? For example, integration problems, environmental problems, etc.
 - b) What is the most urgent problem?
 - c) What is the problem that gets the most media coverage?
 - d) What is the most challenging problem to solve in your community?
 - e) Which do you think is the easiest to solve?
 - f) Are there any long-term problems?
 - g) Are there any problems that have arisen recently?

		3. Present your paper to a friend or a colleague.
	Skills Connected	<ul style="list-style-type: none"> • Communication • Problem-solving • Creativity • Initiative
	Teaching Methods	<ul style="list-style-type: none"> • Visualisation • Brainstorming • Group building
	Required Resources	<ul style="list-style-type: none"> • Pen and paper
	Duration	60 minutes

Diagram: Problem Tree



3.2 Green business fundamentals

 <p>Lesson's description</p>	<p>The lesson highlights the importance of using principles of the circular economy and provides guidance on how artists can reduce their carbon footprint.</p>
 <p>Goal</p>	<p>This lesson aims to familiarise you with integrating environmental sustainability in the creative process</p>
 <p>Learning outcomes</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify what a Green business is and why it matters • Define what sustainable development is • Identify practical ways to be eco-friendly artists <p>Skills:</p> <ul style="list-style-type: none"> • Develop the ability to/explore business opportunities that address environmental sustainability and contribute to a greener planet • Include Cultural and Creative Industries into the green economy circle/process • Reduce your carbon footprint <p>Attitudes:</p> <ul style="list-style-type: none"> • Influence your community and/or society on green issues through their business • Being aware and conscious to follow eco-friendly practices throughout your work

What makes the circular economy important for sustainable development?

The increasing consumption of natural resources has highlighted the interdependence between the economic system and the environment. The prevailing economic model refers to the linear system "take - make - use - dispose". The new model of Circular Economy (CE) combines economic needs with environmental and social needs. It promotes a transformation of goods that have reached the end of their life cycle, being based on reducing waste and the exploitation of new raw materials (Guido Mosca, 2019).

The Circular Economy aims to reduce and reuse waste generated by production activities, to



recycle and reuse those goods produced by combining economic growth and environmental protection. Cultural and creative enterprises (CCE) have the opportunity - and the responsibility - to play an important role in this transformation of the economic model (European Commission, 2014).

What can Cultural and Creative Enterprises do?

Cultural organizations, artists and practitioners can help to build a producing system capable of offering solutions to the ecological crisis. They have different possibilities:

1. Seek new ideas to spread awareness and increase the involvement of society on the issue of sustainability
2. Act as environmental communication actors capable of informing and raising awareness in the public sector
3. Take concrete measures to reduce their environmental impact and reap the benefits in terms of efficiency and innovation (Symbola, 2019).

Federico Massa, a street artist known as Lena Cruz, is an example of how an artist can, through his or her work, strive to reduce art's environmental impact while promoting a sustainable culture. "Anthropocean" is a large, colorful, marine-themed mural covering the facade of a building in Milan, implemented using a paint that absorbs smog and transforms it into clean air. The artist created this anti-pollution work at the behest of Worldrise Onlus, a Milan-based association that works to enhance and protect marine ecosystems. Thanks to this initiative, the Lombard capital has been given a beautiful, innovative and, above all, eco-friendly work of art. In Milan, the artist Lena Cruz presents her Anthropocean, the anti-smog mural that will absorb pollution. Click here to learn more:

<https://www.youtube.com/watch?v=84Xg0XFdSSw>

The concrete measures to reduce the environmental impact

By eliminating the concept of waste, the circular economy is meant to let resources circulate continuously in the marketplace, giving rise to the possibility of creating new objects from materials already in use. The following video suggests some ways to create this virtuous circle: using compostable packaging that can be used in agriculture, producing household appliances using metals, polymers and alloys so that they maintain their quality for a long time so that they can be useful beyond the shelf life of individual products. To counter the culture of waste, we should imagine that once the life cycle of a household appliance is over, it returns to the manufacturing company, which processes it and obtains biological material for agriculture and technical material for reuse. The circular economy is a new way of thinking



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about the production system and its infrastructure. Click here to learn more: <https://www.youtube.com/watch?v=zCRKvDyyHml&list=WL&index=10&t=81s>

CCE and arts might have an environmental impact: traditional materials and practices may be toxic for ourselves and harmful to the planet. It doesn't take great revolutions to be creative in an eco-friendly way: you just need to be aware of the factors that might negatively impact the environment and manage them sustainably. For further study, you can visit the [Ethical Unicorn](#), which provides more information related to your sustainable options

Eco-friendly production practices

Generally, eco-friendly practices in production and management are the result of the integration of environmental considerations into product/service design through a targeted control over the entire product life cycle.

WORKSHEET 1	
Six simple steps proposed by the Gallery Climate Coalition's (GCC) Decarbonization Action Plan for the art world to start reducing carbon emissions	
Appoint a "green team"	Form an internal team charged with setting and reviewing goals, organizing meetings and drafting a timeline for the organization to implement an action plan.
Conduct a carbon audit	GCC has developed an online carbon calculator for its members, who are encouraged to conduct a carbon audit once a year.
Analyse the collected data and make changes	Analyze the data from the audit and make necessary changes in order to reduce carbon emissions.
Set reduction targets for 2025 and 2030	Divide the reduction objective into several steps. Start with a 25-30% reduction from baseline by 2025 if you want to reduce by 50%; for a 70% reduction by 2030 you can start with a 30-40% reduction by 2025.
Set up a yearly plan	As a follow-up to step four, examine the annual year-on-year carbon dioxide allocation. Then the artistic organization can examine the various areas of its operation, from travel to energy consumption and shipping, and decide what actions to take to achieve the reduction goal.
Action time	Once the carbon audit has been made and goals have been set, put in place concrete actions. These actions are divided into six categories: shipping, travelling, energy consumption,



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packaging and materials, waste and recycling, exhibition spaces and galleries.

The Gallery Climate Coalition (GCC) is a nonprofit organization founded by a group of gallery owners and art professionals in an effort to spur a meaningful industry response to the growing climate crisis (Chow, 2021).

Which products to use: the "certified" suppliers

In the last decade, there has been an increase in the commercialization of products promoted as eco-friendly, eco-safe and green. These terms don't have a specific meaning and are part of the marketing language. In fact, if we examine these materials' Material Safety Data Sheet (MSDS), we may find that they should be used properly to avoid contamination. Such cases represent an example of Greenwashing. It is an English term coined in 1986 by the environmentalist Jay Westerveld, which originates from the words green and whitewash. It indicates the practice of some companies to pose as sustainable and environmentally conscious when in fact, in their management and production processes, they are not.

This malpractice is explained by the steady increase of the green trend: these marketing efforts make it possible to gain more customers and sell products at a higher price (Garbo, 2017). Click here to learn more about greenwashing:

<https://www.youtube.com/watch?v=0XGAMJsm6Tg>

How to recognize a fake green?

First of all, there is an index of companies already flagged as "eco fakes", and it's called the Greenwashing Index: it's a website that also reports about truly green companies. To protect yourself from eco-friendly fakes, you always need to read the label and ask yourself a few questions:

- Are there logos of certifications?
- Does the label specify precisely the ingredients?
- Does it use nonspecific and vague terms like "environmentally friendly"?

Eco-friendly products have some common features:

- They are biodegradable
- They have obtained certifications recognized in your country and abroad (e.g., Ecolabel, ICEA or FSC)
- They do not contain phosphates, chlorine or petroleum
- They are generally hypoallergenic or have undergone anti-bacterial treatment.



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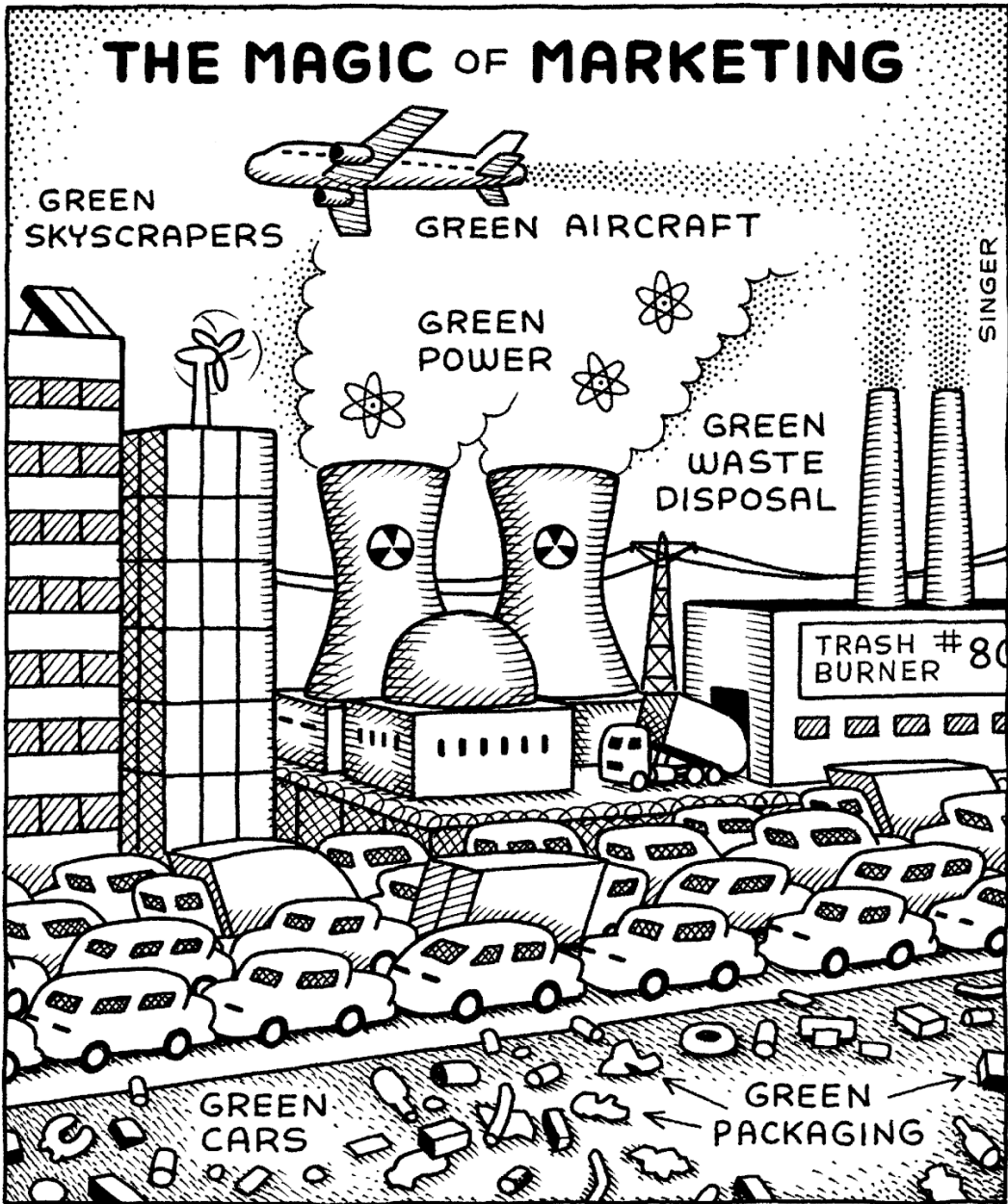
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NO EXIT © **Andy Singer**



Source: Andy Singer, www.andysinger.com



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Certifications are useful to combat the practice of greenwashing, as they are tools to verify and authenticate the sustainability of corporate production processes. They guarantee the sustainability of the production process and the use of environmentally friendly raw materials. The most important ones are [Ecocert](#), [Aiab](#), [Icea](#), [Ccpb](#), [Ecolabel](#), the various [ISO](#) certifications and, for paper, [FSC](#) and [PEFC](#). Find out more about certifications here: <https://uwaterloo.ca/environment/25-environmental-certifications-you-need-know>

Energy sources and natural resources

To diminish the environmental impact of your business, it is useful to use alternative energy sources. There are CCE that purchase 100 percent “clean” electricity entirely produced by low-impact wind and hydroelectric sources. As well, it is important to use natural resources while being careful to avoid their overexploitation. As the most used resource in artistic production is water, operating from a sustainable perspective might include the introduction in your production of a rain collection and reuse system. Read more here: <https://www.artworkarchive.com/blog/how-to-create-an-eco-friendly-art-studio>

Waste disposal

It is important for a business to check the toxicity of the materials being used, in order to dispose of them properly. If an artist works with products labelled as harmful, they should be separated for disposal as hazardous waste. For example, a recommended technique is to evaporate a solvent by placing it in the sun. This practice poses limited risks when the amount of liquid is small, and it allows to separate pigments and oils so that they become inert (Artwork archive). Read the infographic in the following page and learn more on how to reduce your carbon footprint to learn more on waste disposal.



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How to reduce your carbon impact

How to reduce your carbon impact

Turn it off

Let's start with an easy one: turn off the electronic devices. Get the habit of turning off the lights when you're not in the room. Is it a bright and beautiful day outside? Try creating art in natural light. Or, if you need to turn on the lights, replace your old bulbs with a more energy-efficient brand.

Reduce, reuse, recycle

- Keep a recycling bin nearby, where you can automatically dump old sketches, used paper towels, boxes and other cardboard and plastic.
- Paint on old canvases for new projects.
- Use both sides of the paper.
- Save unused paint palettes in the refrigerator to reuse them later.
- Save packaging materials such as bubble wraps to reuse them for your shipment.

Use recycled materials

Purchase your materials from local disposal sites. Whether you are working with paper or canvas, opt for organic, recycled and non-toxic options whenever you can, such as hemp, linen, bamboo or cotton.

Avoid plastic

Invest in a reusable water bottle. Recycle cans and containers from old food products and give them a purpose in your studio!

Consider environmentally friendly packaging

Choose to use biodegradable packaging when shipping your artwork and consider buying packaging from an eco-conscious company.

Dispose properly of toxic materials

Rinse your paint-filled brushes in solvent or water in a separate container causes the pigment to settle to the bottom of it. You can then dispose of paint pigments and thinners at a hazardous waste facility. Old rags and paint tubes with these toxins are also considered hazardous.

Be green while moving

Choose alternatives to driving: biking, walking, public transportation, or carpooling. If driving is the only viable option, consider walking to lunch or completing other tasks online.

Clean up in a green way

Use environmentally friendly products when cleaning your workspace.

TRADITIONAL ART PRACTICES AND MATERIALS CAN BE HARMFUL FOR OUR PLANET AND FOR THE ARTIST HIMSELF. TRY TO MINIMIZE THE NEGATIVE IMPACT ON THE PLANET OF YOUR ACTIVIT

Source: Being part of the Green Art Movement, Artists Network



The Green Business Plan

A business plan is a narrative document, typically 15-30 pages long, accompanied by a risk analysis and usually structured in:

- a section describing the business, the product or the service to be offered
- relevant market information
- the chosen operating system.

As it aims to demonstrate the financial viability of the proposal, if the plan is green, it must take into consideration also the businesses' environmental and social impact. In this case, the so-called "triple-bottom-line" approach should be adopted: measuring success by social impact, impact on the planet, and profit generation. A green business plan must let the reader understand, in each section, how the enterprise will preserve or improve the environment and how it will improve society.

WORKSHEET 2

When a company wants to operate according to a sustainable model, it should sort out its existing ideas and projects, prioritize them, and give itself (measurable) goals and an action plan to achieve and revise them with a view to sustainability.

FIRST PHASE: ANALYSIS

INTERNAL	<ul style="list-style-type: none"> • Analysis of market scenario and trends • Benchmark of sustainability strategies developed by competitors/best practices • Analysis of external stakeholder expectations (enhancing all existing channels of listening and dialogue within the company)
EXTERNAL	<ul style="list-style-type: none"> • Analysis of particularly relevant issues for sustainability, depending on the sector, the company's moment in life and its strategy. • Analysis of socio-environmental risks • Analysis of the company's strategic business plan/business plan • Analysis of internal stakeholders
SECOND PHASE: MAPPING	
Identification of the company's expectations, based on previous activities	<ul style="list-style-type: none"> • Mapping of the existing strategies, policies and projects related to the identified issues • Interviews with management (including for engagement) • Data collection



OUTPUT

1. The definition of a strategic sustainability plan including macro-objectives, detailed objectives, monitoring KPIs and examples of projects that can be developed to achieve the objectives.
2. The definition of a sustainability governance (if it hasn't already been defined), approving the sustainability plan and monitoring the goals' achievement. Once the goals have been achieved, it creates new ones, adapting what has been defined to possible business evolutions.

*KPI: Acronym for "key performance indicator". KPI is a performance metric used in marketing, aimed to monitor a company's performances put in place to achieve business objectives. (Rinnovabili.it, 2019)

Case studies

- I. **Tons of carbon produced by the personal transportation of a "professional artist" | Ellie Harrison:** The artwork was the central illustration of Harrison's 2019 book "The Glasgow Effect: A Tale of Class, Capitalism & Carbon Footprint", illustrating her travels up to 2016, when she decided to dramatically reduce her carbon footprint. It was updated in 2020 to be displayed at the Edinburgh Art Festival.
- II. **Zero Carbon Culture (juliesbicycle.com):** Zero Carbon Culture's guide, including useful information apt to find out the best solutions for reducing your carbon footprint. The guide aims to provide suggestions with respect to what actions Cultural and Creative Enterprises can take to reduce its environmental impact without additional costs or large capital investments. The six key areas examined are: transportation, energy, food, manufacturing, services, and nature. For each area, sheets with eco-sustainable actions are proposed; the operator for each of these must assess whether it is already operational and to what extent it is or whether it needs to be implemented/improved and how. For each area, the guide provides guidance on additional resources and supports that can be used to achieve the goal of greater sustainability of the production and work process.
- III. **Z-Arts - Improving energy & resource efficiency - Julie's Bicycle (juliesbicycle.com)**
- IV. **Creative Kernow: Reuse, Recycle, Redevelop - Julie's Bicycle (juliesbicycle.com)**



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Test your knowledge by taking the following quiz

Q.1	During the transformation of the economic model, the cultural and creative sector (CCS), including the visual businesses, can only adapt to the decisions and initiatives taken by public agencies and companies in other sectors.	True	False
Q.2	Generally, eco-friendly practices in production and management are the result of the integration of environmental considerations into product/service design through a targeted control over the entire product life cycle.	True	False
Q.3	For a product to be sustainable, it is enough that it is marketed and promoted as eco-friendly, eco-safe, and green.	True	False
Q.4	As in the artistic production cycle the most widely used resource is water, operating from a sustainable perspective includes reusing rain by using a collecting system.	True	False
Q.5	A green business plan must make it clear to the reader in each section how the enterprise will preserve or improve the environment and how it will improve society.	True	False
Correct answers	True: Q2, Q4, Q5	False: Q1, Q3	

[Community Planning with Heather Claridge | Scotland's Climate Assembly - YouTube](#)

On Saturday 23rd of January, Heather Claridge from Architecture & Design Scotland discussed eight principles for climate and carbon conscious design.



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Learning Activities	
 <p>Type of Activities</p>	<ol style="list-style-type: none"> 1. Fill in the Table by putting the creative enterprises' sectors in the correct field. 2. The case of a Green company: read the company's fact sheet and then list what features make it environmentally sustainable. 3. Draw the circular flow of a company's production activity in the visual arts sector. <ol style="list-style-type: none"> a) Which are the key green actions that a visual company should put in place to be sustainable in the circular economy cycle? b) How does it apply to your specific field?
 <p>Skills Connected</p>	<ul style="list-style-type: none"> • Decision-making • Problem-solving • Self-management
 <p>Teaching Methods</p>	<ul style="list-style-type: none"> • Scenarios analysis • Situated learning • Project based learning
 <p>Required Resources</p>	<ul style="list-style-type: none"> • Pen and paper
 <p>Duration</p>	45 minutes



Exercise 1: Fill in the Table by putting the creative enterprises' sectors in the correct field

	Original creative artworks	Creative contents	Creative experiences	Creative services
<i>Advertising, graphic design and marketing</i>				
<i>Architecture, visual arts and design</i>				
<i>Movies, broadcasts (TV and radio) and entertainment software</i>				
<i>Musical compositions, publishing and performance</i>				
<i>Performing arts</i>				
<i>Writing, publishing and printing</i>				

1. Application of time and intellectual property (IP) to other enterprises
2. Music distribution through record companies and agents
3. Books (and other works) distribution through publishers
4. Live performances - complex creative goods
5. Visual arts and crafts
6. Live performances
7. Musical creations - simple creative goods
8. Complex creative goods with IP
9. Writing - simple creative goods
10. Writing festivals



Correct answers:

	Original creative artworks	Creative contents	Creative experiences	Creative services
<i>Advertising, graphic design and marketing</i>				Application of time and intellectual property (IP) to other enterprises
<i>Architecture, visual arts and design</i>	Visual arts and crafts			
<i>Movies, broadcasts (TV and radio) and entertainment software</i>		Complex creative goods with IP		
<i>Musical compositions, publishing and performance</i>	Musical creations - simple creative goods	Music distribution through record companies and agents	Live performances	
<i>Performing arts</i>			Live performances - complex creative goods	
<i>Writing, publishing and printing</i>	Writing - simple creative goods	Books (and other works) distribution through publishers	Writing festivals	



Exercise 2: The case of a Green Company; Read the company's fact sheet and then list which features make it environmentally sustainable.

- **Mission:** Commitment to the environment, passion for paper, love for Italy.
- **Business philosophy:** A philosophy aimed at reintroducing handcrafted production, rich in technical knowledge and knowledge of materials, as an alternative to everything that is pre-packaged, "serialized," without history, unable to tell the story of men's work on the material.
 - o R as RESPECT FOR MEN
 - o R as RESPECT FOR THE ENVIRONMENT
 - o R as RESEARCH FOR BEAUTY
- **Excerpt from its ethic code:**

Fundamental Ethical Principles

Directors and Recipients have the duty to conform their actions to the fundamental values of honesty, transparency, competence, loyalty, respect for the law, humanity, acting in good faith, humaneness and constant adaptation to the principles regulated by the Corporate Social Responsibility (CSR). In particular, the company:

- rejects any improper behaviour towards the community, public authorities, workers and customers in order to achieve its economic goals
- pursues its competitiveness in the market through product quality, innovation and respect for the legitimate interests of the community
- protects and enhances the human resources it uses, promoting their cultural growth and relational lives through the application of working hours that take into account personal and family needs
- deploys resources responsibly, using them to achieve sustainable development with respect for the environment and future generations.

Suppliers' code of conduct

The company provides 'zero tolerance' for unethical business behaviour, such as any form of illegality, corruption and forced labour.

- Collaboration with Universities and Cultural Institutions.
- The design of the future should contribute to the growth of a new environmental consciousness, creating a 'domestic landscape' populated with objects of ethical and aesthetic quality.



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- **Materials:**

a. Ristoffa® is a material made by recycling used clothes and fabric scraps.



b. Tar Paper®: the paper made from oil.



c. Il Ricuoio® is a recycled material made from the scraps of natural leather processing.



d. Using 100% recycled paper from certified European production for the pages of all products.



o Cartapaglia is produced from the pulp, not deinked or sorted, from the urban collection.

- **Being a B-Corp:** being part of a global movement of businesses that don't only want to make a profit but also to promote the well-being of society.



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(As B-CORPs recognize that the purpose of a business must go beyond the goal of profit, they work concretely to increase their positive impact on employees, the community and the environment. They are committed to using business as a regenerative force for society and our planet. The prestigious certification issued by the U.S. non-profits B-LAB has so far been awarded to 2,500 companies in 50 countries: companies actively engaged in and redefining a new, more social concept of success in doing business).

Correct answers:

Some green features are:

- Mission
- Respect for the environment
- In the Code of Ethics (employing resources responsibly)
- Research of a new design
- Used materials
- B-Corp certification

Exercise 3 – Draw the circular flow of a company's production activity in the visual arts sector. Which are the key green actions that a visual company should put in place to be sustainable in the circular economy cycle? How does it apply to your specific field?

Process step	In general	In my field
Planning		
Production		
Distribution		
Energy consumption		
Waste/ Emissions		
Recycling		



Correct answer to the first question:




Process step	In general
Planning	<ul style="list-style-type: none"> • ANALYSE the business economic and environmental impacts and the production process from an eco-sustainable perspective • IDENTIFY what needs to be changed to achieve the organization's sustainability goals and find out who are the crucial people to meet the set objectives. <ul style="list-style-type: none"> ○ LISTEN to perceive and bring forward the values and needs of different stakeholders at all levels of the business ecosystem in order to create shared and lasting value • DEVELOP/PLAN the adoption of Green practices based on the "triple-bottom-line" approach: measuring success by social impact, impact on the planet and profit generation
Production	<p>Use suppliers who produce in an environmentally sustainable way</p> <p>MATERIALS to:</p> <ul style="list-style-type: none"> ➤ to produce: recycled or sustainably produced items. ➤ to print: use water-based inks. ➤ Check for FSC certification for paper or wood-based products
Distribution	ORGANIZE an environmentally friendly distribution network; optimize deliveries
Energy consumption	SCHEDULE the reduction of energy consumption in the company, for example through LED lights, the proper use of printers and PCs or the optimal use of heating/cooling systems
Waste/emissions	<ul style="list-style-type: none"> • Reduce and dispose of waste in appropriate ways. • Adopt solutions to reduce carbon emissions: insulating workspaces, promoting (where possible) smart working, carsharing, and smart and eco-sustainable packaging.
Recycling	Packaging and waste



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Module 4: Artists in a Digitized World

4.1 Social media and digital tools

 <p>Lesson's Description</p>	<p>The lesson can be considered as an introduction to digital marketing, which implies the marketing of products and services via digital channels to reach existing and potential customers globally</p>
 <p>Goal</p>	<p>The aim of this lesson is to inform about how digital technology can be used within the arts sector</p>
 <p>Learning outcomes</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify relevant social media and digital tools for your work • Understand the essentials of digital marketing • Follow guidelines regarding online marketing <p>Skills:</p> <ul style="list-style-type: none"> • Use the information provided to shape your own digital marketing strategy • Operate as digital entrepreneurs <p>Attitudes:</p> <ul style="list-style-type: none"> • Influence and improve your social media presence • Feel confident in setting up and operating an online business

The need for appropriate strategic or marketing management in the arts sector

The twenty-first century has brought relevant changes in the functioning of the arts sector, but above all in the mindset of people (e.g., artists, creators, and especially the managers of arts organisations). They must overcome new market challenges, such as globalisation, the noticeable increasing competition within the sector, and the increasingly accelerated deployment of new technologies. The nature of customers is also changing, no longer being the recipients of art and consolidating themselves as the creators of the market: *“both these circumstances, as well as the high competition in other spheres, the wider sphere of entertainment in general, and leisure activities has meant that a large number of cultural*



institutions have changed their product orientation and began to operate in accordance with market orientation” (Lukasz Wróblewski, 2017).

This shift, however, still raises a lot of debate, sometimes meeting opposition from several representatives of the arts sector. It should be remembered that the product created and offered by cultural institutions is quite concrete. For this reason, it must ensure a maintained balance between opinions about culture (with its inherent value and the need to protect it at all costs, and also the opinion that it should be profitable). *“Appropriate strategic or marketing management in the activities of cultural institutions can significantly contribute to the maintenance of this balance”* (Lukasz Wróblewski, 2017). On the other hand, marketing management (in particular digital entrepreneurship), can help artists market their artistic and creative business/artworks by using specific social media and digital tools. As with any other type of human activity performed, it must be economically beneficial.

How to use digital marketing in the arts sector

Digital platforms are excellent for sharing creative business/artworks since they offer more opportunities to draw visitors to the websites created (where at some point they will eventually become customers), and they adapt to the current demands of globalisation and new technologies. With this type of marketing, more room for creativity is given; it goes beyond what is typically associated with outbound marketing. The following techniques help to understand which are the different variants and functionalities of digital marketing, focusing on distinct aspects (François Colbert, 2014):

1. **Digital marketing:** All online marketing initiatives fall under this general heading. To engage with their present and potential consumers, businesses use digital channels like Google search, social media, email, and their websites. There is a broad range of strategies to take into account, from websites to online assets like digital advertising, email marketing, online brochures, and more. The most effective digital marketers have a clear understanding of how each asset helps them achieve their main objectives.
2. **Inbound marketing:** Instead of competing for customers’ attention, marketing should be used to attract potential clients to your business (e.g., artworks). Inbound marketing is all about producing and disseminating content to the globe because sharing is caring. Inbound marketing draws qualified prospects to the company in question and keeps them coming back for more by producing content that is specially tailored to appeal to the targeted and ideal clients.



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3. **Content marketing:** This marketing strategy focuses on producing, disseminating, and distributing material for the target audience, typically online, with the intention of luring in new clients.
4. **Buyer's journey:** This is the procedure customers use to learn about, assess, and buy a new good or service. There are three steps to the journey;
 - I. *Awareness stage:* the buyer notices he/she has a problem.
 - II. *Consideration stage:* the buyer identifies its problem and sets several options in order to solve it.
 - III. *Decision stage:* the buyer selects a solution.

Five simple tips for setting your digital marketing strategy (François Colbert, 2014):

1. Set a measurable goal
2. Know your audience
3. Know your product
4. Analyse your competition
5. Get ready to measure (e.g., views you get, views of the video, etc.)

How to use content marketing to share arts

In order to attract more audiences to the arts sectors, artists need to realise how important content marketing is in creating widespread awareness. Lately, due to the structure and needs of our current system, the digital marketing technique that has proven to be more successful in sharing arts is content marketing (Edward G. Thomas et al., 1993). Since the arts and **creative outlets influence the business sector**, *“it only makes sense that cultural organisations similarly implement certain business strategies to carry out their own objectives. By integrating content marketing, arts and culture can be shared in a quicker, easier and more efficient way to multitudes of people on a global scale”* (Caroline Steel, 2022).

It should be simple for individuals to show their support for your artistic and creative business/artworks by producing well-written and interesting content. Building a strong customer base that returns time and time can be accomplished by creating a recognisable brand and marketing it on various online platforms. People are more likely to share your material and your art when you provide engaging videos, updates on social networking sites, and educational blog pieces. On the other hand, artists should use content to swiftly follow up with visitors or consumers in addition to creating shareable content. It might be difficult to attract new supporters to the cause, and it can be extremely hard to keep their support after their initial introduction or visit. Fortunately, your internal staff or a marketing team



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from an outside firm can produce material that builds upon their initial interaction and may persuade them to continue being helpful over time.

For instance, *“if someone visits your museum and cannot find a way to learn about upcoming exhibits or events, you risk losing them to a more interesting institution. Sending out content that can convince people to become devoted consumers can be done by promoting your social media accounts, adding clients to an email list, or requesting their home address. Without this kind of material, you run the danger of making your visitors feel unimportant and preventing them from feeling obliged to form a connection with your company”* (Caroline Steel, 2022). Artists in the aforementioned sector should build enduring relationships with their visitors or customers and garner support by incorporating digital content methods into their marketing strategy.

In order to create content, the following list presents ten **social media** that can be easily used when putting into practice digital marketing strategies (Tom May, 2021):

1. [Discord](#)
2. [Twitch](#)
3. [TikTok](#)
4. [Clubhouse](#)
5. [Dayflash](#)
6. [ArtStation](#)
7. [DeviantArt](#)
8. [The Dots](#)
9. [Dribbble](#)
10. [Behance](#)
11. [Instagram](#)
12. [LinkedIn](#)
13. [Facebook](#)



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Test your knowledge by taking the following quiz

Q.1	Nowadays, the only way for artists to market their artistic and creative business/artworks is by using social media and digital marketing tools.	True	False
Q.2	Digital marketing can help artists be economically benefited from their activities.	True	False
Q.3	Knowing your goals, audience, products, and competition is essential to drawing a digital marketing strategy.	True	False
Q.4	Special attention should be given to the maintenance of customers in the content marketing technique.	True	False
Q.5	Social media tools are not useful to content marketing.	True	False
Correct answers	True: Q2, Q3, Q4	False: Q1, Q5	

Learning Activities	
 <p>Type of Activities</p>	<p>1. Define your digital marketing strategy:</p> <p>a) Set a measurable goal.</p> <p>b) Now that you have set your goal ask yourself the following questions and answer:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Do I know my audience/customers? <input checked="" type="checkbox"/> Do I know my product? <input checked="" type="checkbox"/> Do I know my potential competitors? <input checked="" type="checkbox"/> Can content marketing strategy boost my creative business/artworks? <input checked="" type="checkbox"/> Do I have the tools to measure the views I could get on a website, video, etc.? <p>2. Decide which are the most appropriate social media tools you will use to put the digital marketing strategy into practice.</p>
 <p>Skills Connected</p>	<ul style="list-style-type: none"> • Strategic decision-making • Self-management • Social media communication • Creativity • Innovation
 <p>Teaching Methods</p>	<ul style="list-style-type: none"> • Creative visualisation • Brainstorming
 <p>Required Resources</p>	<ul style="list-style-type: none"> • Pen and paper
 <p>Duration</p>	30 minutes

4.2 Intellectual Property Protection

 <p>Lesson's description</p>	<p>The lesson focuses on ways to protect your intellectual property while making your art heard</p>
 <p>Goal</p>	<p>Familiarise yourself with the intellectual property and copyrights</p>
 <p>Learning outcomes</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Follow guidelines regarding online marketing and intellectual property <p>Skills:</p> <ul style="list-style-type: none"> Use the information provided to protect your intellectual property <p>Attitudes:</p> <ul style="list-style-type: none"> Feel confident in setting up and operating an online business

Intellectual Property

Intellectual Property (IP) refers to creations of the mind, such as inventions, literary and artistic works, designs, symbols, names and images used in commerce (WIPO, 2016) IP is protected in law by, for example, patents, copyright and trademarks that enable people to earn recognition or financial benefit from what they invent or create. In general, the IP system wants to foster an environment where creativity and innovation can flourish

Types of Intellectual Property (World Intellectual Property Organisation, 2022):

- Copyright is a legal term used to describe creators' rights over their literary and artistic works. Copyright work includes books, music, paintings, sculpture and films, computer programs, databases, advertisements, maps and technical drawings.
- A patent is an exclusive right granted for an invention. Generally speaking, a patent provides the patent owner with the right to decide how - or whether - others can use the invention. In exchange for this right, the patent owner makes technical



information about the invention publicly available in the published patent document.

- A trademark is a sign capable of distinguishing the goods or services of one enterprise from those of other enterprises. Trademarks date back to ancient times when artisans used to put their signature or “mark” on their products.
- An industrial design constitutes the ornamental or aesthetic aspect of an article. A design may consist of three-dimensional features, such as an article’s shape or surface, or two-dimensional features, such as patterns, lines or colour.
- Geographical indications and appellations of origin are signs used on goods with a specific geographical origin and possess qualities, a reputation or characteristics that are essentially attributable to that place of origin. Most commonly, a geographical indication includes the name of the place of origin of the goods.
- Trade secrets are IP rights on confidential information which may be sold or licensed. The unauthorised acquisition, use or disclosure of such secret information contrary to honest commercial practices by others is regarded as an unfair practice and a violation of the trade secret protection.

Copyright and licenses

Although there are all of great importance, there will be some extra focus on the copyright and licenses as this project might be more related to artist-focused. When interacting with online content by reading, viewing, posting, re-posting, and creating own content. Essentially, this process makes us consumers, creators, and content distributors. Whenever you open an image on social media, watch a video, listen to a song or a podcast or play a game, you consume creative content. With digital content creation, if you publish a picture, a written text, or a song, you are becoming creator of content in the online world.

What is copyright?

Copyright is the law that allows the creators of any content to control the use of their work by others. This means copyrighted work cannot be duplicated, disseminated, or appropriated by others without the creator’s permission (European Commission, 2020). The protected content of the creator is regarded as intellectual property. You can easily recognise copyrighted material with the C logo and circle around it. Intellectual property or the content can be purchased directly from the author or through a designed store and used regarding the rules set. If you cannot buy the content, or your plan may be to use it for a non-profit cause, you can obtain permission from the author. Permission can be obtained by asking the creator of the work if part or the whole content of the work can be used in a specific manner.



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What is a copyright license?

If it's not possible to ask for permission or use protected content, an alternative solution is to use content assigned creative commons license. This content won't cost money, but there are rules applying to its use. Based on the World Intellectual Property Organization, creative common content, in most cases, requires certain attribution or giving credit to the author. This content is restricted to non-profit use, and you're not allowed to change the content. To recognise this content, you can search for the logo CC with a circle around it (WIPO, 2016). This is important to remember when creating your own content. You should always ensure that you are creating content that is properly accredited.

Copyright, Creative Commons and Public Domain

When using copyrighted content under the fair use license or content with creative commons licenses, it's morally fair and legally required to give credit to the original author of the creative work (European Commission, 2021). This is usually done by explaining the original author of the work and making it available for others to find the original work and author (EIT - EUIPO, 2021). For example, if you used an image or text on your website, you should give the full name of the author and the link to the author's website.

This is important to remember when you are creating your own digital content if you plan to use images, text or otherwise to promote your work online (European Commission, 2021). Failing to respect and follow the copyright rules of the digital world may lead to copyright infringement and legal action (Artwork Archive, 2020). This means that the author may request the content to be taken down from the website or the websites automatically recognise the copyrighted content and remove it from view (Artwork Archive, 2020).

According to the Artwork Archive and the guideline through the European Commission, the responsible and respectful use of online content requires first checking who is the author of the content before using it. After the author is identified, ask for permission to use it, and give credit to the author. If necessary, buy it and use it responsibly. When creating digital content to post online, it is important to respect copyright and license laws to ensure that you promote your brand safely, responsibly, and ethically.

Safety

Online safety is important to remember and be respectful of others online. When creating online content, it is vital to think about the 3 Cs of e-safety. When online content is shared, it is essential to think about **content** (post), **contact** (who is going to see it) and **conduct** (how



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is this affecting others). When sharing and distributing digital content, it must be done so properly, responsibly, and safely.

By sharing content online, it must be considered:

1. What information is shared with the online world?
2. Is there a need for permission to post content if you do not create it?
3. Have you openly given any personal data of you or others?

To protect yourself online, you should:

- Avoid sharing misinformation online
- Have a strong password on your social media / digital media platforms
- Use a firewall
- Be wary of suspicious activity, posts, account profiles and websites.

Important tip

Understanding the risks we all face online allows you to navigate secure and risk-free online environments!



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Test your knowledge by taking the following quiz

Q.1	The protected content of a creator is regarded as an Intellectual Property	True	False
Q.2	Intellectual Property cannot be purchased from the author.	True	False
Q.3	Failing to respect and follow the copyright rules of the digital world may lead to copyright infringement and legal action.	True	False
Q.4	Any post can be published freely according to the author, no matter how it affects others.	True	False
Q.5	Having a strong password will not make any difference regarding safety measures online	True	False

Correct answers

True: Q1, Q3

False: Q2, Q4, Q5



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Learning Activities	
 <p>Type of Activities</p>	<ol style="list-style-type: none"> 1. Complete the following quiz: https://edu.gcfglobal.org/en/internetsafety/internet-safety-quiz/1/ 2. How many did you get right? Understanding privacy and data protection can help you to be safer in the digital world. Answer the following self-reflection questions: <ol style="list-style-type: none"> a) Do you think you are a safe digital citizen? b) Why do you think it is important to be aware of potential dangers online? c) How could this benefit you in your personal and professional life? d) How confident do you feel with your current privacy settings on your social media account(s)? e) In what way could you better safeguard yourself from online threats. Create your own social enterprise - what can you do for your community?
 <p>Skills Connected</p>	<ul style="list-style-type: none"> • Self Management • Initiative
 <p>Teaching Methods</p>	<ul style="list-style-type: none"> • Visualisation • Critical thinking
 <p>Required Resources</p>	<ul style="list-style-type: none"> • Pen and paper • Digital devices • Internet connection
 <p>Duration</p>	40 minutes



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Module 4: Artist in a Digitilised World

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