

TAKING ACTION

*EDEN Engagement: Paris
Seed City Curriculum
Chrysa Karageorgiou*

OCTOBER 2022



International Teaching Artists Collaborative (ITAC)
and
Joyce DiDonato's

EDEN ENGAGEMENT

ABOUT

Three-time Grammy Award winning opera superstar Joyce DiDonato has created the global tour of EDEN, her major concert hall performance about environmentalism. Her personal commitment and partnership with ITAC has launched a re-imagining of the impact of a concert experience through teaching artist-led workshops in every city. The International Teaching Artists Collaborative (ITAC) is the world-wide network of artists who work in community and educational settings, who have the skills to bring change to communities. Together ITAC and EDEN Engagement will pilot a new approach to prove that touring can be a legitimate and powerful tool for change in communities.

Cities on the tour are designated either "Root Cities" or "Seed Cities". Seed Cities are a 1-4 day(s) event that engages the youth with one of three specific environmental issues; Urban Gardens, Urban Trees, Food Choices:

- Urban Gardens: They are youth-friendly. Among many social benefits, they bring these environmental benefits: reduce carbon use (reduced food transport); reduce water runoff; help pollinators; plants absorb CO₂ and pollutants and produce oxygen; health benefits in the food and the community building (reduced stress and blood pressure).
- Urban Trees: Trees are omnipresent and overlooked in cities—kid friendly. They can plant them, and the EDEN performance encourages that. Trees are powerful answers to heat mitigation (reduce temperatures by 8 to 10 degrees and need for air conditioning), carbon and pollution sequestration and oxygen production, water flow pollution reduction, biodiversity, and food insecurity. Health benefits include healthier air, psychological benefits, lowering blood pressure and stress.
- Food Choices: Scientists have proven that small choices make a big difference. Because many foods with a high health burden, including processed meats or red meats, also have high environmental costs, switching out 10 percent of a person's daily caloric intake can cut a person's food-based environmental footprint by over 30 percent. Between growing it, packaging it, moving it around, cooking it, and often wasting it, food production makes up about one-fifth to one-third of all annual greenhouse gas emissions globally. Eat less red and processed meats, eat more veggies and fruits, reduce food waste, and if you have a way...compost.

Teaching Artist: Chrysa Karageorgiou

Duration: 15h30 to 17h30 at the Opéra Bastille, located at 120 rue de Lyon in Paris

Students: 52 students ranging in ages from 10 to 18.

Choir: Choeur d'Enfants SOTTO VOCE

About: This curriculum is aimed at supporting young people to be able to take action. The workshops will show them how arts can help them respond to climate emergencies in a way that makes sense to them.



WORKSHOP (120 MINUTES)

Opening/Meeting

- Let's meet. Small introduction game: What is your first name and the art form that touches you the most? Each child in turn must introduce themselves and choose an art form that he/she enjoys. (10 minutes)
- Presentation of the climate emergency & climate protests (10 minutes)

Discussion on the causes of climate change and the need to take action. We will begin by sharing some pictures of students' protests "school strike for climate" and the "Fridays for future" and ask them questions about it. What are these photos about ? Where does it take place ? Why are they protesting ? Who is participating ?

- How can we respond to climate change ?

There are a lot of ways on how to respond to climate change. Being a child doesn't mean that you have less power than an adult. Presentation of the groups of action.

- The group "Activists" is the group of people that will be hands-on, that will physically help clean a beach or the streets of a city. The ones who will plant seeds and trees.
- The group "Researchers" is the group that does research, stays informed, collects data and learns how we can help. How we can reduce plastic or co2 emissions for example.
- The group "Consumers" is the group that makes environmentally friendly choices when they buy. Choose local producers and no plastic packaging for example.
- The group "Influencers" is the group that finds ways to shout out and share conscious campaigns.

How can art contribute to all of the above? (5 minutes)

Joyce is a great example of how art can help take action for climate change. In which group she would be? Do you realize how art can help take action? Can you imagine other ways in which art could contribute?

What group would she be in? The children must reflect and argue their answer. Do you realize how much art can help to take action for the protection of the environment? Can you think of other ways art could contribute?



Do you know the different art forms?

- architecture
- sculpture
- visual arts (painting, drawing, etc.)
- music
- literature (poetry or dramaturgy)
- performing arts (theater, dance, mime, circus, comedy)
- movie theater

What group do you see yourself in? (15 minutes)

Each child will have to choose a card. Each card represents an action group. Each child must find the children with the same card and form a large group. The large groups will be divided into two and they will form small working groups.

At the end we will have 8 groups of 6 children each representing the "Makers" (x2), the "Researchers" (x2), the "Consumers" (x2) and the "influencers" (2x).

At first the children must meet and present themselves as "game changers". (For example: Hello, my name is Marc and I'm more of a "researcher" type). Once the meeting is over, the small group must decide which art form will be the vector of their action.

For this first workshop, groups can choose from the arts:

- Architecture
- Performing arts (theater, dance, mime, circus, comedy)
- Movie theater
- Literature (poetry or dramaturgy)

Action time (40minutes)

Each group must prepare an action. We will ask the 8 groups to imagine a sustainable city, a story told, a choreography, a large poster, a drawing, a scenario, a short film, or a small film that will show solutions to environmental problems.

Different ways art can be part of the change. Each group will try to answer a question.

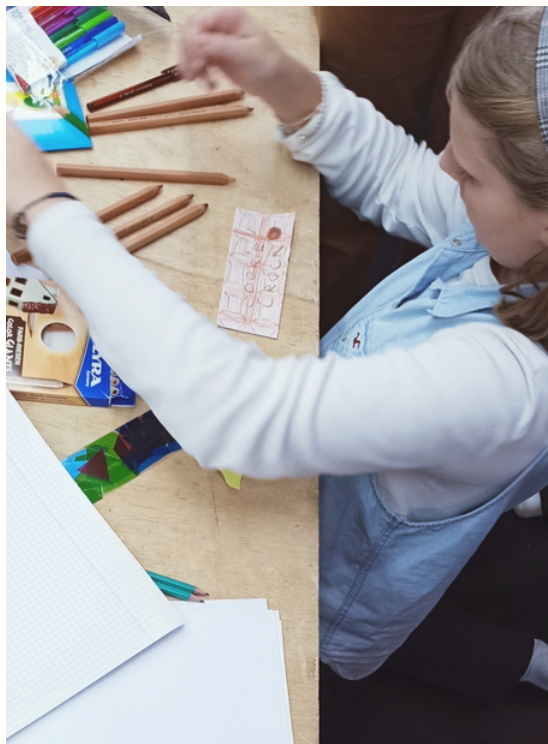
- How can architecture help "Doers"?
- How Poetry Can Help "Seekers"
- How Theater Can Help "Consumers"
- How can cinema, filming help "Influencers"

Presentation and conclusion (30minutes)

Each group will present their action in front of the other groups. After the presentation we are going to do a little speaking tour where each child will speak about what we have experienced. How has this experience changed their vision? What was the impact of this workshop in terms of understanding the problem at the start? What are the possible actions to be taken in the future?

Material

- 60 cards (4 suits)
- 14 blue (makers) 14 green (researchers) 14 red (consumers)
- 14 yellow (influencers)
- white sheets
- simple pencils
- Table Arts
- Laptop
- Mobile phone
- Baffle

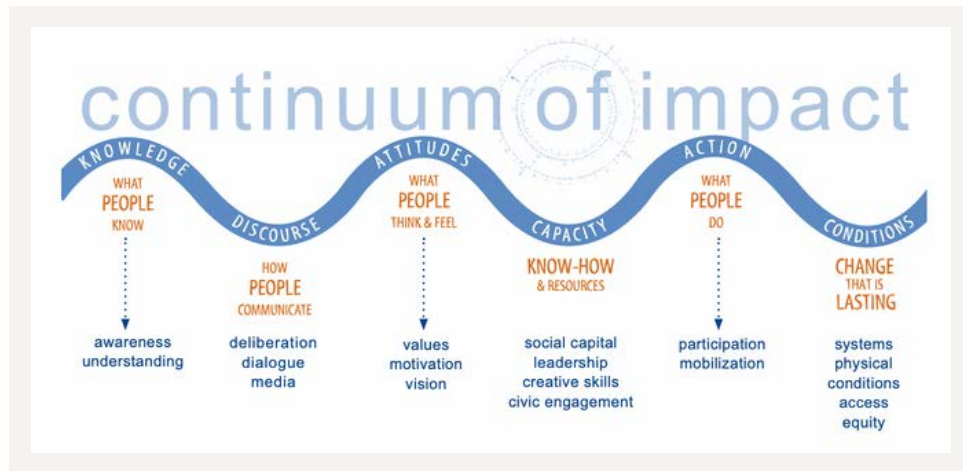




Watch the Videos!

See Videos from the Workshop

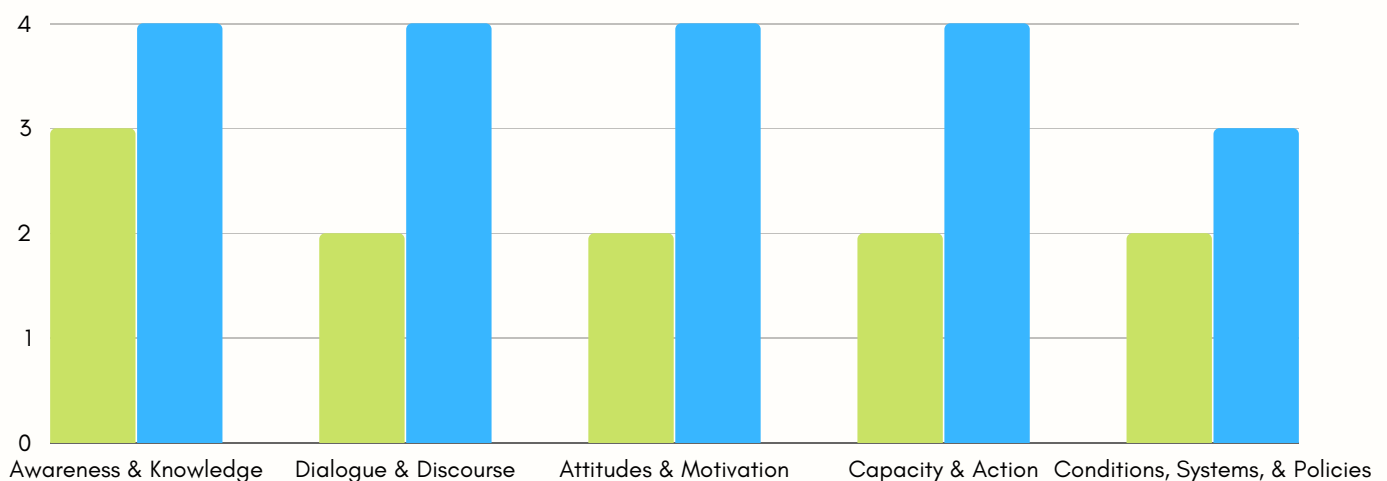
IMPACT & EVALUATION

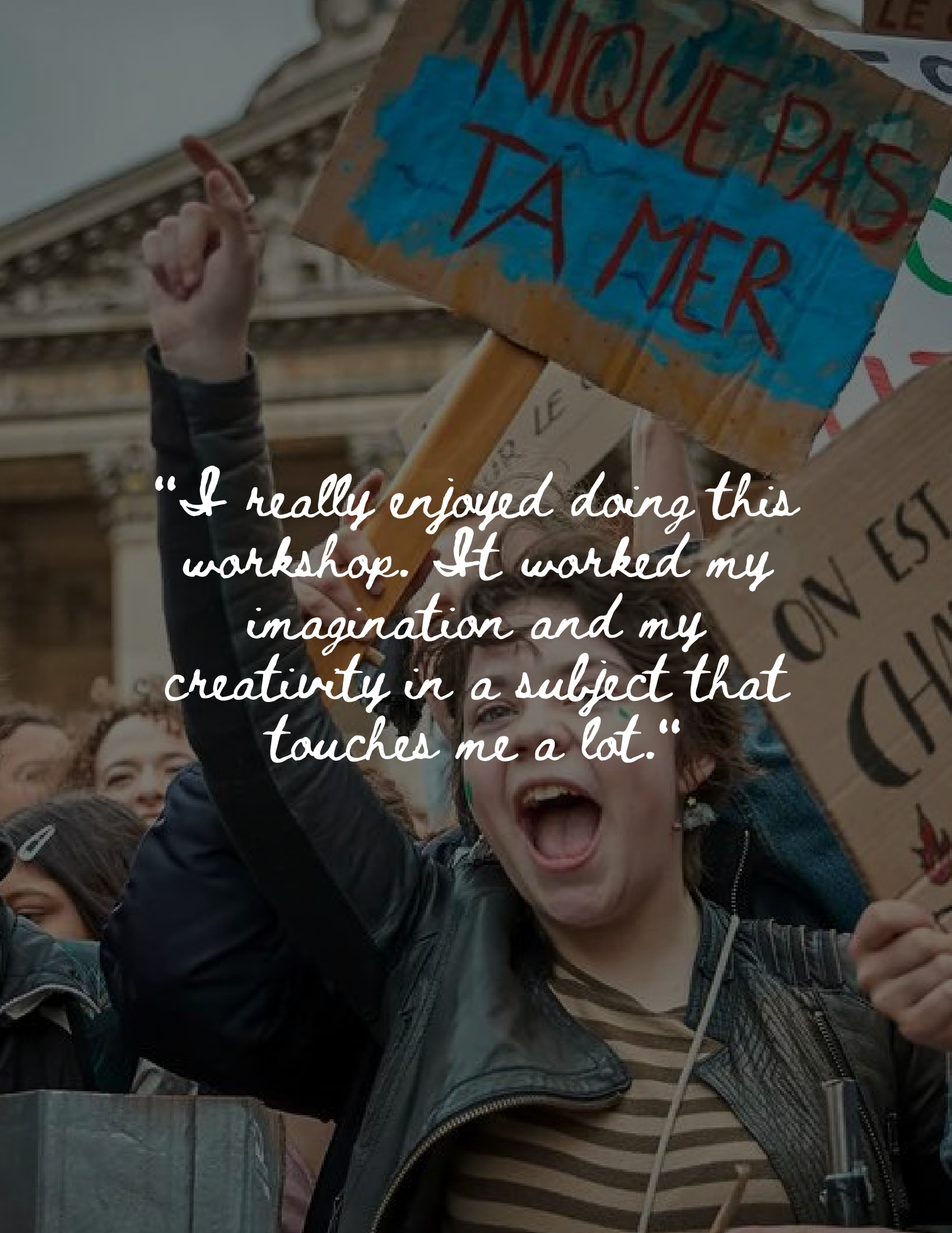


The goal of this effort is to learn about the impact that the activities have on participants. It is not gathered to impress funders, but to advance our own effectiveness in generating objective information about the power of our work. We are especially curious to learn if there is any evidence that they have the impulse to take action and/or feel they can make a difference—this is the high goal of the arts-for-climate field, and we believe teaching artists have a particularly strong contribution to the field. Teaching artists were encouraged to use the Continuum of Impact Guide as a model when thinking about impact and assessment in their workshops. We asked: Did participants demonstrate greater personal connection to this environmental issue and deepen their understanding of it? Did participants demonstrate a personal motivation to do something about this issue and show a sense that they could make a difference if they did? Did they actually take some action?

The following graph results come from the teaching artist's observations of the students before and after the workshop series. They were asked to give their sense of the impact they saw in their students on a scale of 1 (No Knowledge) to 4 (Extremely Knowledgeable).

Before the Workshop
After the Workshop

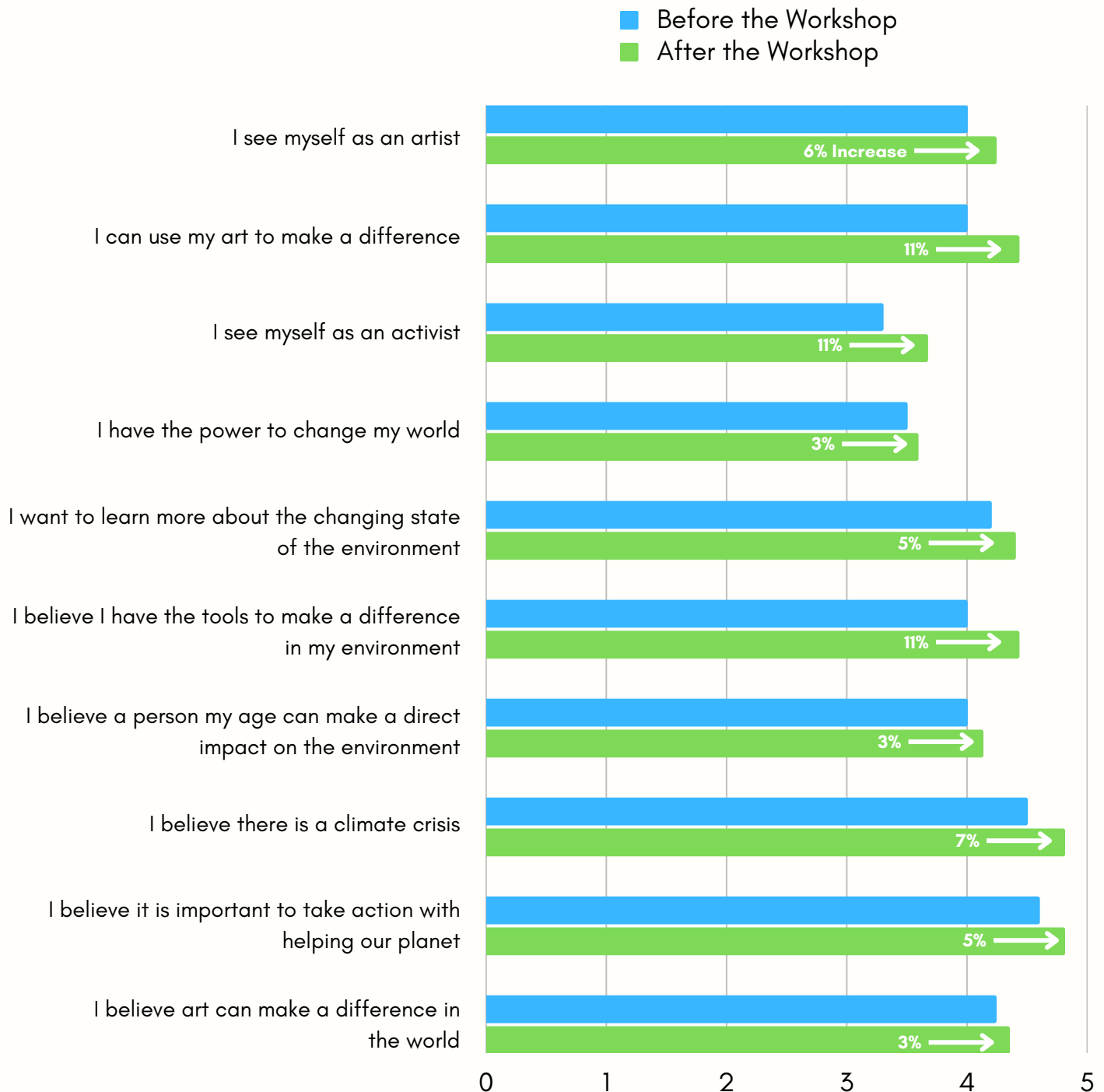



A young person with dark hair, wearing a black leather jacket over a striped shirt, is shouting with their mouth wide open. They are holding a wooden sign that says "NIQUE PAS LA MER" in red and blue paint. The background shows a crowd of people and a classical building with columns.

"I really enjoyed doing this workshop. It worked my imagination and my creativity in a subject that touches me a lot."

STUDENT EVALUATIONS

During this round of EDEN, students were given a survey before and after the workshops. These surveys were designed according to the outcomes provided in the Continuum of Impact Guide. Students were asked if they Strongly Disagree, Disagree, Neither Agree or Disagree, Agree, or Strongly Agree with the following statements.





"Going out of the opera on the workshop day, parents were waiting for their children. One girl (age 10) met her father and instead of saying hi she said 'I am going to tell you what we can do to help the environment. I know what we can do. You promise to listen?'"

REFLECTIONS FROM THE TEACHING ARTIST

In what ways did you observe change in your participants understanding and engagement of the environmental issue you chose?

"Children were engaged in deep conversations. They wanted to change their parents' attitude towards environmental issues."

What challenges did you face in creating and facilitating your workshop?

"The synchronization of the calendars. The choir had a fully booked schedule making it difficult to meet."

Did your EDEN experience expand your work or skills as a teaching artist in any specific ways?

"Yes. I am always looking for experiences that will expand my knowledge spectrum as Eden enriched my knowledge on environmental issues. I met children that are more engaged than we adults are and that was sth new for me."



ABOUT THE TEACHING ARTIST



CHRYSA KARAGEORGIOU

Chrysa Karageorgiou is a Teaching Artist passionate about education and culture. She is committed to defending the environment and women's issues. She loves to experiment with different kinds of art like music and photography. She believes that we, adults, should be empowering children to create positive change in their communities.

You can find Chrysa on social media here:

- Instagram: [@curiouschild_be](#)
- [LinkedIn](#)

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