

Emotions, agency and activism -

Building global citizenship in the world of challenges and possibilities

INSTRUCTIONS

This is a space for the groups to collaboratively reflect on the presentations during the workshop, and identify inspiring and thought-provoking insights and share good practices.

Each group chooses 1 person to write down the key points of the discussion after each session (boards 2, 3 and 4), and to conclude the ideas in the end of the workshop (board 5).

Each group has it's own row of post it papers on boards 2 to 4. You can see your group number in Zoom Break out room. Start writing on the note by double clicking it.

In the end of the workshop, all groups will write their final conclusions to purple post it notes on board nro 5. You will get more post it notes double clicking the board.

WORKSHOP PROGRAMME

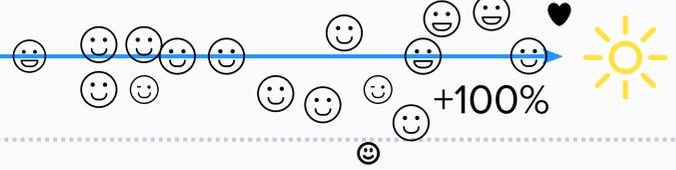
12:00 Welcoming & orientation
 12:15-13:15 SESSION 1: ARTS, EMOTIONS AND AGENCY
 Raisa Foster: Emotional, Unsettled, and Uncertainly - Contemporary Art as [Dis]Ordering in the Era of Ecological Crisis
 Anuška Tolonen: Global education with drama methods - How to redirect emotions as a positive force for change?
 GROUP REFLECTION
 13:15-13:30 Break
 13:30-14:30 SESSION 2: BUILDING SUSTAINABLE FUTURES
 Anni Rajala: Pedagogy of concrete utopias: Promoting youth civic engagement and climate activism in formal education
 Einar Jonvaldsson: Creating an environmentally sustainable working as a conscious aim of education
 GROUP REFLECTION
 14:30-15:30 SESSION 3: EDUCATION TOWARDS CRITICAL UNDERSTANDING
 Kristiina Brunila: Why education hurts: From Romantic Fantasy to Misery and then what?
 Aino Mäkelä: How to become an activist? My story of becoming an anti-racism expert
 GROUP REFLECTION
 15:30-16:00 Sharing and conclusions



Check in



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Group reflections - Session 1

Write down your key thoughts
 1. What did you find most refreshing, inspiring or thought-provoking in the topics/presentations (we just heard)?
 2. How are the topics relevant to your own work or practice?

GROUP 1	The idea of using just mind without body, is it rational?!	Body memories are a good way to remember things. Body doesn't forget.	Using this techniques in integration practices for filling the gap of mutuality there....	Holistic view of a human is necessary in education	Holistic bodily being!
GROUP 2	Learning about ethics, values and empathy seems to come from art	The process - emotions -> root causes -> action	Trying to embrace cultural, art-based form of learning in our work	Being open to the unknown: scary business!	
GROUP 3	Radical embodiment	Non-instrumentality of art (and) education	Holistic approach to human, feelings, thoughts and embodiment		
GROUP 4	Art and bodily perception as a tool for transformation, but it's power or significance not yet so well recognized	The role of art in challenging neoliberal ideas and norms of productivity	Peace school activities are very well planned and seem like an efficient tool to provoke thinking, emotions and change		
GROUP 5		Rationality is overestimated! There are different ways of knowing	Why we have cut the emotions out from schools?		
GROUP 6					
GROUP 7					

Group reflections - Session 2

Write down your key thoughts
 1. What did you find most refreshing, inspiring or thought-provoking in the topics/presentations (we just heard)?
 2. How are the topics relevant to your own work or practice?

Utopia as a method is interesting, and related to change/revolution/transformer education	Utopia can start by questioning existing norms	Thinking all the time how can we make all these very good participatory acts more transformative: focusing a bit more on structural roots with a global approach.....		
possible combination of utopia approach and art	emphasis on acting creating hope; What is enough (revolution or reform or both)?	active global citizenship with focusing on people and caring the position (not every individual carries the same responsibility)	current world view does not allow us to do what needs to be done: change in world view for this generation	in schools: how much reality can we discuss without leaving youth completely hopeless
the role of negative emotions in education	humans will work together if given the opportunity	Positive action more likely to start from utopia than dystopia?		
Utopia as a method is better than a utopia as a goal. It makes a path for us	Normality is destructive, we have to head to utopia with values	We might feel hopeless but we should not paralyze but going towards action	We have to talk more about values, not methods. But we have to make time for these big questions	Global consciousness is also part of our primary educational value ground... why aren't we implementing it?

Group reflections - Session 3

Write down your key thoughts
 1. What did you find most refreshing, inspiring or thought-provoking in the topics/presentations (we just heard)?
 2. How are the topics relevant to your own work or practice?

Finnish education system has it's backside..	..it is not humanistic or treating people equally	..for example if you have a foreign name, you are not invited to job interviews	Fast learning and parents expectation is one root cause to inequali	
Activism path: everyone should have an experience of being activist already in childhood	Collectively we are not there yet: we need to re-imagine activism	Systemic change, within it different roles are important	Symbolic activism instead of actual, practical work is a risk	
The role and nature of critical thinking				
It's important to have a community where you can have support for your actions/ activism	Whose good life are we enhancing in education?	The question of normality: is it normal, if it's common in society?		
What will happen if we focus on individuals and not the communities?	Economical and technical approach is taking over			

Share your feedback

Conclusions

Write your conclusions to the whole workshop:
 What are the most important learnings / ideas you take from the whole workshop?
 How could you put them into practice in your own work / context?

Afternoon felt very empowering and strengthened the ideas we have already been thinking	Community building needs to be taken seriously, not focus on individualism	Shared agency could be the utopia	Non-instrumental nature of education and art	We need something else than rationality in the education
If we want to change this for better and save the planet and ourselves, we have to face the brutal facts - it's not enough only to ask nicely.	The role of emotions - emotions can be a motivator for change	education as art	How to increase equality in liberal adult education?	
Finding ourselves between hope and hopelessness, we all need to take action to create hope	Taking a more holistic approach to learning to create possible futures and change	Connecting to your emotions and values, to different people and the whole system		