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Part I
Hi! My name is Sanguita and I am the teacher of the children that appear on the pages of this book. In this book you will follow me and my digital creators as we familiarize ourselves with the subject of our interest.
Preface
The “Young Digital Creators” (YDC) programme was designed by an interdisciplinary group of UNESCO professionals in the fields of culture, education, natural and social sciences, communication and information. In the drawing-up process, UNESCO field offices were involved, as well as artists, musicians, educators, educational scientists specialising in new technologies, youth-organization representatives, and young people from a variety of geo-cultural backgrounds.

Our intention was to create online programmes that would further teenagers’ and young people’s creativity by drawing on both the cognitive and the emotional dimensions of their personality. We wanted to centre the interactivity around the broad issues of our times (water, peace, life in the city, HIV and AIDS), which would lead to a sound or visual creation.

The possibilities offered by the creative digital tool that is in itself a result of combined reflections and knowledge related to artistic, scientific and technological experience, enable young people and teenagers to merge their creative impulses and fruitful empirical thoughts, to outline or produce a work of art in sound, music, text or a visual creation, in a virtual form.

Artistic and musical software are contemporary creative tools that are rooted in the history of artistic disciplines and form a whole with them. They are extensions of the tools that artists in former times designed to express themselves, from the time of flint and stone tablets up to the film camera or synthesiser. The primary objective of the “Young Digital Creators” programme of UNESCO’s portal DigiArts is to familiarise young generations with the use of these electronic tools within the processes of critical global thinking that combine science with art and technology, in order to recreate the interdisciplinary dimension that prevailed in the creation of these tools, and to give young people the possibility to make use of their potentialities.

New creative and communication technologies are therefore bearers of an active approach to teaching, to knowledge acquisition and training based on three leading principles: empirical thinking, cognitive research and artistic creativity – three teaching values
that sharpen the young learner’s capacity for judgement and reflection, decision-making and action as well as creativity.

On this occasion, UNESCO’s DigiArts Team\(^1\) would like to express our warm thanks to our partners: Teemu Leinonen and his team from the Media Lab of the University of Art and Design, Helsinki, the Student Computer Art Society in Bulgaria, Laboratoire LaLICC du Centre National de la Recherche Scientifique in France, but also all the schools and youth centres that tested these programmes in 2004 and 2005, and that contributed to the preparation of this Kit by replying to our evaluation surveys on the Young Digital Creators programmes.

*Tereza Wagner*
Team leader, UNESCO DigiArts

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HI! MY NAME IS LAYAL. NICE TO MEET YOU!

I AM SHALALA. HELLO!
Introduction
2. Introduction

“Being creative and collaborative” is the motto of UNESCO’s Young Digital Creators (YDC). YDC is designed for young people of different cultures to collaboratively construct deeper understanding of each other’s cultural values and shared perspectives on global issues of our time. In YDC, the digital tools are used to carry out creative projects, to show them and to talk about them with people from different cultures. YDC is a programme that makes the Internet and the web work to the benefit of young creators around the globe.

This YDC Educator’s Kit is designed to help teachers and educators working in schools, youth clubs, community centres, and training institutes to generate and manage project-based learning activities with young people. The focus is on the creative use of information and communication technologies, global challenges of development, cultural diversity and inter-cultural dialogue.

The first part of the Kit explains some basic concepts of the initiative. It starts with a brief introduction on project-based learning, then discusses creative thinking and expression, as well as cultural diversity. The last section of the first part gives an introduction to online cooperation in creative projects with Internet and web learning environments.

The second part of the Kit introduces a detailed lesson plan with a number of learning activities that are expected to be implemented in sequence. The lesson plans are designed to help educators carry out a full project-based learning process with young people, starting from brainstorming and framing of the themes of the project to presenting the results of the project through exhibitions or concerts.

There are several ways to use the Kit. It is recommended that you begin with reading the first part and then start to implement your own project with young people by following the lesson plan of the second part. You may also use the lesson plan just as an example and design your own process and project. The implementation of the full lesson plan takes several months, so proper planning beforehand on what will be done with a certain timeline is crucial.
Meaning Making Through Creative Projects
3. Meaning Making Through Creative Projects

3.1 Project-based Learning

Project-based learning is a pedagogical model for cross-curriculum activities around real world issues. Project-based learning means learning that takes place through students building their own projects.

For the students to gain understanding and build meaning around the topics under study, methods that are student-centred, interdisciplinary and related to students’ everyday life must be utilized. Project-based learning is therefore to replace traditional teacher-centred classroom teaching, which focuses too much on teaching students to memorize facts.

In project-based learning, there are several stages that are implemented in a certain sequence. The five steps carried out are on the following page.
1. Planning the project
   - What will be studied in the project?
   - What are the expected results of the project?
   - What are the stages of the project?
   - What kind of resources – time, space, equipment and people – are needed?
   - What will be the artefacts communicating the results of the project?
   - How will the results of the study work be presented?

2. Generating ideas
   - What are the driving questions related to the main topic of the project?
   - How will we get answers to these questions?
   - What do we want to say with our project?

3. Hands-on work to gain the results or products planned
   - Research and study work
   - Design and production of the artefacts

4. Disseminating and communicating the results of the project
   - Presenting the artefacts to each other and to a wider community

5. Evaluating the results of the project
   - What did we learn?
   - What was good and what was bad in the process?
   - How could we do the same project next time better?
A common problem in project-based learning is that educators and students will often focus too much on the presentation of the results – the final artefacts – and not enough on the process of getting there. When evaluating students’ work, educators should pay more attention to the actual study process of defining the problems, doing study work and working with the artefacts, than to the final result.

As an educator, you should try to guide your students to work on tasks that are close to the limit of their skills and knowledge. Especially when students are working with topics they find challenging, they need a lot of encouragement and support.

This booklet helps you to plan your project-based learning where students are using creative digital tools through computers and the Internet. In the lesson plans of Part II, you will find the steps of project-based learning described in the context of the Young Digital Creators Programme, a model which you can modify, customize, and use in your teaching of other topics as well.
The Proceeding of a YDC Project

Steps of project-based learning

1. Planning the project
2. Generating ideas
3. Hands-on work to gain the results or products planned
4. Disseminating and communicating the results of the project
5. Evaluating the results of the project

YDC project weekly schedule (see Lesson Plan)

Week -1  Planning the Project
Week 1   Getting Started
Week 2   Working with Digital Material & Tools
Week 3   Starting with Producing Samples
Week 4   Artists at Work
Week 5   Online Presence & Interaction
Week 6   Presenting One’s Work in Public
3.2 Creative Thinking and Expression

We can be creative in our everyday life, for example, in our way of cooking by combining ingredients available or when drawing a map for a friend to find his way to our home. We all have creative potential in us but it should be supported and enhanced through the process of education to make it richer. The best way to learn creativity is to practice it.

A creative act could be in the form of thinking, expressing, communicating, producing, etc. Creative thinking starts with “thinking outside of the box”. When we face problems or confront challenges, we are asked to open up a new field of thought. Reflecting on a new perspective, exploring new possibilities and suggesting new ways of viewing, generating an original idea, this could all be considered as a process of creative thinking. In a lower level of thinking, there are simple memorizing and repeating, as well as describing and reporting of information. Whereas higher level thinking can be described as a process of questioning, interpreting and evaluating information.

Making art is also one form of creativity. When making a piece of art, we are free to combine our ideas with other people’s ideas. We can draw details from other paintings into our own painting, or make our own version of a rhythm we have heard in a concert and use it in our own composition. However, we must be aware that straight copying of other people’s creative work, which is called plagiarism, is not creativity and should not be pursued.
Matching the powers of the tools with the imagination and minds of creative people is another dimension of creativity to be considered. Especially with the explosive development of information and communication technologies, which have become one of the most powerful means to produce, preserve and communicate the fruits of human creativity, we are asked to set new horizons for ways of human expression and communication. Therefore there is a strong need for a creativity-friendly, imagination-fostering environment for artistic productions using innovative tools, particularly for the involvement and appreciation of young people’s creative outcome.

Through their works of art, artists often want to say something: point out a new perspective, make a statement or bring about discussion. In the Young Digital Creators (YDC), we encourage students to express their point of view on global development issues. This way, the digital artworks made in the YDC programme are often expressions of values, concerns and emotions. By participating in YDC, young people enjoy the right to speak up, present their own artistic work, and share the results of their creative efforts.
3.3 Building Respect for Cultural Values and Differences

It is estimated that there are about 6000 distinct cultures with their own languages in the world. Culture takes diverse forms across time and space. People are not only nonidentical in the fact that they speak different languages; there are different spiritual beliefs, traditions, values and norms. Also people’s taste on such issues as food, music, dance, stories and art vary. The diversity of cultures is embodied in the uniqueness and plurality of these unique identities, values and expressions of the peoples and societies that make up humanity.

At first glance, it may look as if cultures are so unlike that there is hardly anything we can share. Other ways of living can be seen as threatening for our own way of life. We may not want to change, but at the same time we may be expecting others to become like us. If we look deeper, we will see that despite our different traditions and life patterns, there are some things that are common to all of us. We all are believers of something, we sing, dance and of course love good food. Everyone grows up and adapt to the cultural environment they are living in and get to learn their language and traditions.

Through the understanding that “cultural diversity” is our common treasure, we must above all support the idea of different cultures and their value for human kind, and keep

In the UNESCO Universal Declaration on Cultural Diversity, it is stated that “Cultural Diversity” be ensured through: The freedom to express yourself; The ability to express yourself in the language of your choice; Equal access to information through various media sources; and Equal access to art, scientific and technological knowledge.

1 UNESCO Universal Declaration on Cultural Diversity was adopted by the 31st session General Conference on 2 November 2001 at UNESCO Headquarters, Paris, France.
that spirit of openness to other cultures as much as the right to express and share our ideas and values with others.

The freedom and right to form your own opinions, ideas and beliefs in line with your cultural context and in your own language is a fundamental Human Right. This makes cultural diversity clearly a human-rights issue. Furthermore, the opportunity to listen to other people’s voices and share their visions is crucial if constructive dialogues are to be created or maintained.

Today we have more international connections and links than ever before in human history. With Internet and other modern technologies, the world is experiencing unprecedented conditions for enhanced interaction between cultures, enabling us easily to meet and work with people from a variety of backgrounds. Therefore, we must be ready to confront differences and equally engage ourselves to ensure wider and balanced exchanges among cultures encouraging dialogue and mutual respect.

Supporting young people in their freedom to create, disseminate, and distribute their creative expressions, as well as their right to benefit from access to different expressions and interaction between cultures, is equally essential in protecting the diversity of cultures. Aiming to strengthen inter-cultural understanding among young people, YDC gives young people an opportunity to tell their story with digital art pieces. It teaches young people to stand up and make their statement through diverse modes of artistic creation, production and distribution using new technologies, but at the same time, teaches them to respect other people’s points of view.

To teach on the subject of “cultural diversity”, use the “Youth-friendly version of the Universal Declaration on Cultural Diversity”, available online at: http://portal.unesco.org/en/ev.php-URL_ID=20996&URL_DO=DO_TOPIC&URL_SECTION=201.html
I AM MUN. WHO ARE YOU?

RAZA. PLEASED TO MEET YOU!
Creative Projects Online
4. Creative Projects Online

4.1 Online Communities

On Internet, there are hundreds of online communities that are sometimes called virtual or digital communities. Online communities are groups of people who are having a dialogue on Internet to share thoughts, information and values. The community is built around some theme. The topic discussed by the community can be anything from comic strips to classical music or from experimental psychology to knitting.

Online communities use various kinds of Internet tools such as chat rooms, e-mail, discussion forums, weblogs, wikis and file-sharing services. The different kinds of tools are discussed in more detail in the “Online Learning Environments” section.

Young people growing up with computers are very keen on online communities. The possibility to get to know one’s peers and to share one’s thoughts and ideas with them makes online communities some kind of youth club of the 21st century.

Even if online communities operate on Internet, most of the communities are geographically and culturally rather limited. Language and cultural barriers make it difficult to have truly global online communities.

Young Digital Creators support global online communities by overcoming the language and cultural barrier with the pieces of art shared in the community. In YDC projects, the online community focuses on creative products such as sounds, music, images and video in digital format. Everyone may interpret the creative pieces from their own cultural perspective. This way, the members of the YDC online community do not necessary need a common natural language to share and communicate. The language of art is universal.
4.2 Online Learning Environments

“They (children) always like to participate in online projects with children from other countries. ... This type of learning process is topical for modern education and we should improve knowledge and skills in this field.”

Julia Shappo, Palace of Youth and Children, Minsk, Belarus, YDC pilot 2004

Learning environment means the social, psychological, pedagogical and physical context in which learning takes place. The online learning environment is one component of the overall learning environment. The online component is the technical infrastructure used in order to support and enhance the kind of project learning used in the Young Digital Creators programme.

In YDC, the online environment is a meeting point for sharing experiences and exchanging ideas among the participants that come from different cultural backgrounds and geographical locations. Therefore, to take part in YDC, you need computers with Internet connections. The computers are primarily used for making the art pieces, but also for sharing and discussing them with other participants in your project via Internet.

E-mail is one of the best known applications of Internet. It can be used for sharing the pieces as attachment files and by sending comments and having discussions on them via email. E-mail is easy to use and there are many online e-mail service providers where one can create accounts for free. You may search for free email service providers from Internet with the keywords “Free email”. The disadvantage of e-mail is the fact that digital art pieces can easily be rather large files and many e-mail services do not allow you to send heavy attachment files. Discussions through email can also be difficult to follow and to keep track of when all the messages are sent from and archived by many recipients.
To avoid the problems related to e-mail one can use **mailing lists**. The mailing list works in such a way that all the messages sent to the list are delivered to all the members in the list. This way there is no need to remember all the individual e-mail addresses taking part in the discussion. Furthermore, with most mailing lists the discussion is automatically archived in web pages easy to search and find. There are many websites offering free hosting of mailing lists. You may search them from the Internet with the keywords “free mailing lists”. A challenge of using mailing lists is very much the same as the disadvantage of e-mails: they are often not very good with attachment files.

Some **online group services** have tools for online discussions and sharing of files. They are probably more suitable for YDC projects than e-mail services and mailing lists. However, the use of group services requires broadband connection. In an online group service, you create an online space for your group and then add your partners as members to the service. Then the service provides you and your group with discussion forums, file sharing, shared photo albums, etc. You may search for free online group services with the keyword “groups”.

**Wikis** and **blogs** (also called weblog) are popular group systems for writing and sharing work online. With Wiki you can easily generate web pages, which then other members of your group can easily edit. There are several free Wiki services online. You may search for them with the key word “free Wikis”. A blog is a simple website containing small posts written by the authors of the website and displayed so that the latest is always at the top of the page. Visitors to the blog may then write comments on these posts and in this way discuss the topics in it. With some blog tools, you may also add images and files as attachments to the posts. There are several services offering free space to set up your own blog. You may search for the services with the keyword “free blogs”.

If you or some of your partners have advanced technical skills, you may also set up your own website with tools for group work. You may use free and open-source “content management systems” or “e-learning platforms” for your YDC project. The most important feature of your platform is that you can share files and discuss them. Having such an online platform for the courses would be the most efficient way of making the course interactive for students and linking them to other students around the globe.
Objectives and Themes of Young Digital Creators
The Young Digital Creators Programme is very special in that it makes digital inclusion and creative interaction possible for young people all around the world.

Francisca Marques, Lab ethnomusicology, Brazil, YDC pilot 2004

The main objectives of the YDC projects are pursued with students in schools or in youth clubs and centres so that young people:

- Have more opportunities to reflect on global development issues;
- Achieve deeper knowledge on global development issues;
- Build a more personal relationship to the global development issues explored, through their own creative expressions;
- Share ideas and artistic expressions with other young people around the globe;
- Acquire skills in creative digital tools and production.

I do believe the experience of making digital creations has made my students become involved in social and sustainable issues. It serves as a cultural tool to self and collective expression on sound and ecology issues and social activity and interaction.

Francisca Marques, Lab ethnomusicology, Brazil, YDC pilot 2004
The general themes explored through the YDC projects are related to sustainable development issues, for example: water, HIV and AIDS, urbanization, culture of peace, and cultural and linguistic diversity.

Several pilot projects addressing these issues have already been undertaken with sessions running since the launch of these projects in April-May 2004 and can be checked at these addresses:

- **Sound of our water**
  [http://unesco.uiah.fi/water](http://unesco.uiah.fi/water)

- **Youth creating and communicating on HIV/AIDS**

- **Scenes and sounds of my city**

- **History and culture of peace in Africa**

During their participation in the projects, the participants will compose digital art pieces such as images, audio pieces (soundscapes, music), image collages or video pieces.

- **By doing their own creative artwork, young people will come to think about what global development issues really mean for them. The qualitative growth of the participants’ awareness on the issues is a very important aim of these projects.**

The online “audience” of the art pieces, visiting the website, may get a similar kind of experience, discovery of an unexpected approach to the issues. To achieve that, the textual descriptions of the art pieces and corresponding discussions are very important.
The following lesson plan will help teachers to organize their activities in their local schools/youth clubs and centres/community training institutions. The plan should be seen as a basic guideline, which can be modified and applied according to the local situation and time schedule.
PART II
I AM VIRVA, HI!

WHAT IS YOUR NAME?
MY NAME IS DIDI.

OK, YOUNG CREATORS.
LET THE WORK BEGIN.
Lesson Plan
All the resources were very helpful for our work. I used the lesson plans, combined with my own ideas. The information ABOUT WATER helped us to have discussions first in Russian, then in English and to use the texts on environment during our English lessons; this information was included into the children’s presentations on water (more specific topics were chosen by the children).

Julia Shappo, Palace of Youth and Children, Minsk, Belarus, YDC pilot 2004

The lesson plan for online YDC projects is presented as running over a period of 6 weeks. The following is a recommended lesson plan for teachers/educators to organize learning activities every week with their students. A week plan can contain variable amounts of learning activities, and each learning activity can span a variable amount of time. The lesson plan is adaptable to each group’s individual context and situation, keeping in mind that the head moderator of the YDC programme should be informed if the required tasks are accomplished earlier or later than due time.

In the Lesson Plan, each week’s learning activity is presented through the goals and tasks to be achieved.
Week 1

Getting Started
6.1 Week 1: Getting Started

ICT and creative thinking can be used for the understanding of all possible topics. Children can choose from different types of activities, work individually or with their friends, receive advice from their teacher and grasp the importance of the topic for their everyday life and also for future activities.

Julia Shappo, Palace of Youth and Children, Minsk, Belarus, YDC pilot 2004

6.1.1 Learning activity 1: Introducing the project

The goal of this activity is to introduce the students to the UNESCO YDC Programme in general. Students should be explained what the project is about and why they are doing it. Students should understand on a general level what will happen in the next 6 weeks of the project.

Students should become familiar with the chosen theme for the project (a global issue of our time) and be able to discuss it with others.

They should also understand the collaborative and multicultural nature of the project: other students from different parts of the world will also be involved in this project and they will all be in contact with each other’s works via the common online environment.
Group discussion

This first learning activity should start with a group discussion in a classroom. The teacher will introduce the general idea of the UNESCO YDC Programme and explain the chosen project goals. It is a good idea also to give an overview of the activities, a tentative schedule, and give basic guidelines of how group work will be carried out. It would also be useful to explain general rules about the use of available equipment and computer classrooms from the very beginning.

The teacher should then explain that other students around the globe would also be involved in the same project. The countries where other project participants come from should be introduced.
DO YOU HAVE ANY QUESTIONS ABOUT THE PRACTICAL ARRANGEMENTS? YES, SHALALA PLEASE.

DO WE GET TO USE THE VIDEO CAMERA?
6.1.2 Learning activity 2: Exploring the online learning environment

The goal of this activity is to introduce the project’s online environment to the students. The teacher should explain how to use the online environment for teamwork and discussions.

Forming small groups

During this learning activity, small student groups should be formed (2-3 students per group or depending on the number of computers available) and they should get familiar with the learning environment used (Chapter 4 Creative Projects Online). If the project has an online platform and website, then the difference between the course website and other web communities and virtual chat rooms should be explained.

Registering & going through the online environment

If the online environment requires registering, then each student will take turns to register. If the online environment is a website, then each group should be encouraged to go through the different parts of the website and get acquainted with the material available there.
Students getting to know the online environment.
6.1.3 Learning activity 3: Planning the creative project

The goal of this activity is to get students to plan their creative project as a group work (plan their digital production sessions). They should develop an understanding of what they’ll need to do in order to gather the material they will later use for producing their art pieces.

This activity can start with a general group discussion where the teacher may remind the students of the findings from the initial brainstorming session. The “mind map” can then be created with some new emerging ideas.

It is important that the students reflect on or turn to their own environment, realities and experiences in relation to the global development issues being explored.

Forming student groups

Student groups should then be formed. They can be the same groups as in the previous activity, or they can be new ones. If some students are more experienced with digital tools, it would be a good idea to try to distribute them evenly in the groups so that they could help the less experienced ones.

Teacher explaining

Different possibilities to find or produce digital material related to the global issue being investigated should be introduced to the students. Digital material can either be downloaded from the Internet or produced by the students themselves (taking digital photos, scanning existing ones, creating drawings on the computer, recording sounds, creating sounds on the computer, recording video material or creating animations). These different possibilities
Students brainstorming and creating a mind-map.
should be discussed keeping in mind the requirements of the project and the availability of equipment to students.

**Brainstorming session**

The discussion of the project’s chosen topic (a global issue) can then start with a small brainstorming session among the students. The teacher can bring forth the following questions that the students will then discuss between themselves either in small groups or the whole class together: What is the significance of this global issue in our lives? Where is it present around us? What areas of human life and what human activities are dependent on it on our planet? How are humans affecting the situation related to this issue on Earth?

**Creating a Mind Map**

Making a “mind map” of the issue under discussion helps structure interaction among students. The material needed for the “mind map” is either a board or a large piece of paper (minimum 100x70 cm), Post-it notes (or similar), and markers. Students and teachers should write on the Post-it notes the different key terms that emerged through the group discussions. The whole class should then join together around the board or large paper. Each student or student group should then show what they have written, then post their notes on the board/paper. The next group of students should then try to stick on their own notes in such a way that all those with a same theme or sub-theme are grouped together in clusters. As the work progresses, the notes can be re-arranged until an acceptable result is reached.

It is advisable to keep the “mind map” visible in the classroom where the project activities take place, throughout the duration of the project, as a reference point.
Week 2

Working with Digital Material and Tools
6.2 Week 2: Working with Digital Material and Tools

"Soundscapes are all around us. We are responsible for its dynamics and changes. Paying attention to hear water sounds and produce new sounds for samples and music pieces made students understand that they are active partners in producing knowledge for understanding and preserving our natural resources. Doing fieldwork and visiting different places, not always clean and healthy, made them think of changing their own attitudes."

Francisca Marques, Lab ethnomusicology, Brazil, YDC pilot 2004

**Note:** The work done during this week will be slightly different depending on whether students will produce raw material themselves (drawings, photos, sound production or recordings, video recordings) or will download the raw material from the Internet.
6.2.1 Learning activity 4: Introduction to digital tools

The goal of this learning activity is to let the students familiarize themselves with the digital tools they’ll be using to produce digital material, save it on the computer and edit it.

Before starting this activity, the teacher should make sure that all the equipment works and that there are enough tools for the selected number of student groups.

**OPTION 1: Own digital production**

**Introducing the tools that will be used**

If students are given the possibility to produce their own digital material by using tools (such as cameras, scanners, sound-recording devices and video camcorders) and/or software (for drawing or creating sounds or moving images), then these tools and applications should be presented to the students. It should be agreed how the equipment will be shared between student groups.

**Trying out the tools**

Some time should be allocated to let the students experiment with the tools and applications. Teachers should then check that everyone understands how to handle them.
Students are trying out the tools.
OPTION 2: Material downloaded from the Internet

Explaining copyright issues

If the students are going to download material from the Internet, it would be important to introduce them briefly to the idea of copyright, copyleft and public domain for sharing digital material.

Definitions from Wikipedia:

**Copyright**: Copyright is a set of exclusive rights granted by a government for a limited time to regulate the use of a particular form, way or manner in which an idea or information is expressed.

**Copyleft**: In a non-legal sense, copyleft is the opposite of copyright.

**Public domain**: The public domain comprises the body of knowledge and innovation (especially creative works such as writing, art, music, and inventions) in relation to which no person or other legal entity can establish or maintain proprietary interests. This body of information and creativity is considered to be part of the common cultural and intellectual heritage of humanity, which in general anyone may use or exploit.
Students should be aware that some material on the Internet cannot be used or modified without asking permission from the owner, whereas others could be free access materials. They should be introduced to websites that offer free access digital material, see below.

Teachers should also explain the procedure to download files from the below-mentioned sites.

Copyright
http://en.wikipedia.org/wiki/Copyright_law

Copyleft
http://en.wikipedia.org/wiki/Copyleft

Public domain
http://en.wikipedia.org/wiki/Public_domain

Free access images can be downloaded from the UNESCO photo-bank website
http://www.unesco.org/photobank/exec/index.htm

Free sound samples can be downloaded from the Sounddogs website
http://www.sounddogs.com/start.asp
6.2.2 Learning Activity 5: Collecting Raw Material

The goal of this activity is for students to start their artistic work by collecting the raw material they will use for creating it. Students should understand that this raw material would later be edited and transformed through their own artistic creative process.

Students should learn how to work in groups and make group decisions regarding the material they want to gather. They should also learn how to organize themselves by taking turns in using the tools. It is important to encourage teamwork and respect within the group. The teacher may interrupt ongoing activities if one person seems to be dominating the activities in the group.

During this learning activity, student groups will either produce their own raw material, or download digital material from the Internet.

**OPTION 1: Own digital production**

Agreeing on the work to be done

Students within their own groups should decide on the subject they want to deal with and on the method they want to use.

If they decide to document a certain subject in a specific environment by taking pictures/sound recordings/video shoots, then they should decide on the location where this can be done.
Students gathering digital material for future use.
If they decide to create images/sounds/videos by only using the software available, then they should agree on the subject of their creation and make some sketches or notes before starting to use the software itself.

**Gathering raw material**

Students choosing to do documenting work should ask the teacher for the recording material they need and inform her of the time and the place they will be using the equipment. If the teacher approves, the student group will then use the equipment at the approved time and location, to produce their raw material. There has to be extra time assigned if production sessions need to be repeated.

**Uploading recorded material to the computer**

Recorded material should be uploaded to the computer. The teacher should explain the procedure and make sure that all the groups have the necessary connectors.

The students should save all their material to a new folder they will create on the computer they are working on. Making backup copies of these folders should be encouraged (for example on CD-ROMS or on external portable hard drives).
OPTION 2: Material downloaded from the Internet

Downloading material from the Internet

Students should browse the different websites presented to them and choose the material they want to download. They should gather this material in a named folder on the computer they are working on. Backup copies of these folders should be encouraged (for example on CD-ROMS or on external portable hard drives).

Group discussion

Regardless whether Option 1 or Option 2 were followed, each student group should at this stage report their experiences after each session of gathering material: the success they achieved or the problems that they have encountered.

The teacher should encourage collaboration and respect within the group. She may interrupt ongoing activities if one person seems to be dominating the activities in the group.
Week 3

Starting with Producing Samples
6.3 Week 3: Starting with Producing Samples

"Digital Creation is art and we can do it! Even being limited or having all the difficulties to develop this kind of projects we are creative and available for working collectively.

Francisca Marques, Lab ethnomusicology, Brazil, YDC pilot 2004

6.3.1 Learning activity 6: Creating a sample collection

The goal of this activity is for students to think further through their artistic project and choose the material they’ll want to use.

Choosing samples
The students should choose, among the material they have gathered, at least three samples they will use for creating their own artwork. They should copy these samples to a new folder on their computer (this folder could for example be labelled: sample_collection).
Students making collections from the samples.
Teacher and students uploading samples

The teacher could give an example of uploading a sample of material to the project’s online environment and explain the procedure to the students. The students should understand that all the project participants from other countries are doing the same activity and that their samples will be available to everybody once they are uploaded to the database. Students should themselves then upload to the online environment three samples they had gathered in their sample_collection folder.

6.3.2 Learning activity 7: Sharing samples online

Exploring samples uploaded by others

The teacher may show how the students could search for other participants’ sample material using the online environment, and upload them to their own class computers.

Group discussion

The students can then discuss these samples together: How are the samples from students in other countries similar to or different from theirs? Do they understand why the other students chose these particular samples? Do the different samples reflect the situation in the students’ own countries?
Students sharing their samples around the world.
6.3.3 Learning activity 8: What is our statement?

The goal of this activity is to remind the student of the artistic nature of the project and the importance of the statement they want to make through it regarding a certain global issue.

Updating the mind map

At this stage it is good to return to the “mind map” that had previously been produced. Further discussions around the mind-map issues could be organized. The mind map could then be updated, taking into account the latest experiences of students within the project.

Brainstorming

Groups have to be formed for a discussion session (brainstorming) about the issues that students want to touch upon in their artistic creations. It is important to document the different ideas, for example, by making an ideas list or additions to the “mind map”.

Some examples of discussion items could be: What specific issue would the students want to address in their artistic creation? What aspects would they like to share with the multi-cultural and global community? How can they express their insights, feelings and thoughts through artistic digital production? Have they downloaded any samples from the website that expresses similar feelings or thoughts to the ones they’d like to express? Is there some specific issue particular to their own country that they would like to share with other participants around the world?
Students thinking and deciding what they want to say with their art piece.
Week 4

Artists at Work
6.4 Week 4: Artists at Work

"Our motto was “Be creative”. We were trying to express our feelings and our mood. The children were young artists. The process of creation has no end and no borders, it unites people, so we wanted to express these ideas locally and globally.

Julia Shappo, Palace of Youth and Children, Minsk, Belarus, YDC pilot 2004

6.4.1 Learning activity 9: Editing digital material

The goal of this activity is for the students to learn how to create digital content from the samples they have gathered, and using available digital editing tools. Students should be able to appreciate the different phases of the work they have already gone through and understand how they can help them create their artwork.

Introducing editing tools

The teacher should introduce the editing tools that will be used, if they have not yet been introduced. The students should understand that the preferred editing software used for UNESCO projects is free software, although they should also not be restricted from using proprietary software that they are familiar with.
Students editing digital materials from different sources.
Please refer to the Resources chapter of this kit for a list of free software available for graphics, sound and video editing. Some of the listed Software are also available on the YDC kit CD-ROM.

**Free software**
http://en.wikipedia.org/wiki/Free_software

_A useful list of free software and resources related to digital production is found on the DigiArts website:_
http://www.unesco.org/culture/digiarts/ydc/tools

**Definitions from Wikipedia**

_Free software: Free software, as defined by the Free Software Foundation, is software which can be used, copied, studied, modified and redistributed without restriction._

**Producing the artwork**

Students should then start creating their artwork by using the editing tools and samples they have.

The sample collection and the “mind map” are useful sources of inspiration and ideas for developing the artistic creations.
Week 5

Online Presence and Interaction
6.5 Week 5: Online Presence and Interaction

The surest way to enhance communication and social skills: using creativity to express themselves while communicating with others online, and learning in the process.

Gia, Port of Spain sister Cities UNESCO Youth Club, Trinidad and Tobago, YDC pilot 2004

6.5.1 Learning activity 10: Sharing the artistic creations online

The goal of this activity is to understand the possibility to share one's digital creations online with others. During this learning activity, the students should make their digital artistic productions available to others by using the online environment.

Teacher explaining
The method used to share files with others should be explained. For example, if the project uses an online platform, then the uploading of digital artworks onto it should be explained. It is a good idea to remind the students that all the thinking and creative work done should be made visible, and that other people would understand their artistic creations more easily if they are well documented and explained.
Internet

Upload Successful!

Students sharing their artwork online.
Uploading artistic works to the online environment

Each student group should then proceed to upload their artistic work to the online environment.

Documenting the creative process

The students should be encouraged to include information about their own work process and about their chosen sources of inspiration. The idea of collaborative discussion as a result of sharing each other’s artwork and information on them should be explained.

6.5.2 Learning activity 11: Getting to know and analysing others’ artworks

The goal of this activity is to let students open up to work done by others and to try to understand what others are trying to say through their work. Students should learn how to analyze artistic work, to discuss other people’s work and relate them to their own work.

Browsing the artworks & taking notes

At this stage, the teacher and students may view or listen to other people’s artworks.

Students should be encouraged to take notes while viewing the artworks and discussing them.
Students analysing and discussing other students’ art pieces.
Group discussion

Group discussions around the different artworks available through the online environment should be organized. The notes taken by the students in the previous activity will be helpful at this stage to remind them of their own observations.

Updating the mind map

The “mind map” could be used again for discussing the investigated issues and reflecting on how other participants in the project have addressed them in their artistic production.

Discussions off and on line

The students could discuss the difference in experiences, insights and types of production of other participants in different countries. Discussing how other participants expressed their ideas and feelings through artistic digital production may open up some new insights about the students’ own work. 

The students may talk about and reflect on their work, the global issues they have investigated, and the inter-cultural collaboration that they have learned through this project.

For discussions, students may use e-mail, web discussions forums, weblogs or specialized groupware applications.
Week 6

Presenting One’s Work in Public
They had a good experience of integration… We were together to discuss water issues and reflect on it, to do fieldwork, to make experiments and recordings using water, to play music, to edit samples and pieces and even shared a great feijoada (a typical Brazilian food) together at the end of the classes. Two relevant things to consider: 1) they expressed and shared opinions and suggestions; 2) they felt a deep need to share what they’d learnt with other teenagers.

Francisca Marques, Lab ethnomusicology, Brazil, YDC pilot 2004
6.6.1 Learning activity 12: First public presentation

The goal of this activity is to offer the students an opportunity to practice their presentation skills in public. This first public presentation should boost their courage and confidence to later present their work to a larger audience.

The students should present the artwork that they have uploaded on the web to their classmates. This could be organized as a small presentation session for the students, where each group will present their own work and would then answer questions asked by the others. At the end of all the presentations, a general discussion will be conducted with the help of the teachers.

6.6.2 Learning activity 13: Local exhibition

The goal of this activity is to organize a school/club exhibition where students’ works will be exhibited. Students will be confronted with organizational as well as presentation issues.

The exhibition will be open to the wider community (other students, friends, parents, etc.). This will help students stay motivated throughout the duration of the project by keeping this goal in mind. The exhibition will mark the closing of the project.
Students presenting their artwork to their own group.
Organizing the exhibition – dividing work – preparing the exhibition space – preparing the material needed

Teachers should help students organize the exhibition by making lists of what needs to be done, and by which date. Teachers should also help students negotiate with their school’s or club’s “person in charge” about how and when the exhibition will be organized.

The student groups should divide the work that needs to be done for preparing the exhibition space and the material needed. Everything should be ready by the exhibition day. Students should be present during the exhibition and explain to interested visitors, with the help of their teachers, their own artistic productions and the process they have gone through.
Students organizing exhibition in their own neighbourhood.
Resources
7. **Resources**

7.1 **Glossary**

The following set of definitions has been gathered from Wikipedia, the online editable free encyclopedia.

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**Attachment file**

An e-mail attachment (or email attachment) is a file which is sent along with an e-mail message.

**Backup (copy)**

Backup in computer engineering refers to the copying of data for the purpose of having an additional copy of an original source. If the original data is damaged or lost, the data may be copied back from that source, a process which is known as Data recovery or Restore. Backups differ from an archive in that the data is necessarily duplicated, instead of simply moved.

**Blog**

A blog is a website in which items are posted on a regular basis and displayed in reverse chronological order. The term blog is a shortened form of weblog or web log. Authoring a blog, maintaining a blog or adding an article to an existing blog is called “blogging”. Individual articles on a blog are called “blog posts,” “posts” or “entries”. A person who posts these entries is called a “blogger”. A blog comprises text, hy-
BRAINSTORMING

Brainstorming is an organized approach for producing ideas by letting the mind think without interruption. The term was coined by Alex Osborn. Brainstorming can be done either individually or in a group; in group brainstorming sessions, the participants are encouraged, and often expected, to share their ideas with one another as soon as they are generated. The key to brainstorming is not to interrupt the thought process. As ideas come to the mind, they are captured and stimulate the development of better ideas. Brainstorming is used for enhancing creativity in order to generate a broad selection of ideas in leading to a unique and improved concept.

COPYLEFT

In a non-legal sense, copyleft is the opposite of copyright. (see Copyright)

COPYRIGHT

Copyright is a set of exclusive rights granted by government for a limited time to regulate the use of a particular form, way or manner in which an idea or information is expressed.

DIGITAL

A digital system is one that uses numbers, especially binary numbers, for input, processing, transmission, storage, or display, rather than a continuous spectrum of values (an analog system) or non-numeric symbols such as letters or icons. The distinction of “digital” versus “analog” or “symbolic” can refer to method of input, data storage and transfer, the internal working of an instrument, and the kind of display. The word comes from the same source as the word digit and digitus: the Latin word for finger (counting on the fingers) as these are used for discrete counting.
The word digital is most commonly used in computing and electronics, especially where real-world information is converted to binary numeric form as in digital audio and digital photography. Such data-carrying signals carry either one of two electronic or optical pulses, logic 1 (pulse present) or 0 (pulse absent). The term is often meant by the prefix “e-”, as in e-mail and ebook, even though not all electronics systems are digital.

**Discussion forum** (or Internet forum)

An Internet forum is a facility on the World Wide Web for holding discussions, or the web application software used to provide the facility. A sense of virtual community often develops around forums that have regular users. Technology, computer games, and politics are popular areas for forum themes, but there are forums for a huge number of different topics. Internet forums are also commonly referred to as web forums, message boards, discussion boards, discussion forums, discussion groups, bulletin boards, fora (proper Latin plural) or simply forums.

**Download / upload**

Uploading and downloading are related terms used to describe the transfer of electronic data between two computers or similar systems. Their primary usage is as a verb: to upload is to send data from a local system to some remote system, such as a website, File Transfer Protocol (FTP) server, or other similar systems. To download is to receive data from a remote system.

**Edit**

Editing is the process of preparing language, images, or sound for publication through correction, condensation, organization, and other modifications.

**E-learning**

The term e-learning is most frequently used to refer to computer-based training which incorporates technologies that support interactivity beyond that which would be provided by a single computer. E-learning, therefore, is an approach to facilitate and enhance learning through, and based on,
both computer and communications technology. Such devices can include personal computers, CDROMs, Digital Television, P.D.A.s and Mobile Phones. Communications technology enables the use of the Internet, email, discussion forums, collaborative software and team learning systems.

**E-mail**
Electronic mail, abbreviated e-mail or email, is a method of composing, sending, and receiving messages over electronic communication systems.

**Free software**
Free software, as defined by the Free Software Foundation, is software which can be used, copied, studied, modified and redistributed without restriction.

**Groupware**
Collaborative software, also known as groupware, is an application software that integrates work on a single project by several concurrent users at separated workstations.

**ICT**
Information and communication(s) technology

**Internet**
The Internet, or simply the Net, is the publicly accessible worldwide system of interconnected computer networks that transmit data by packet switching using a standardized Internet Protocol (IP). It is made up of thousands of smaller commercial, academic, domestic, and government networks. It carries various information and services, such as electronic mail, online chat, and the interlinked Web pages and other documents of the World Wide Web. Contrary to some common usage, Internet and the World Wide Web are not synonymous: the Internet is a collection of interconnected computer networks, linked by copper wires, fiber-optic cables, etc.; the Web is a collection of interconnected documents, linked by hyperlinks and URLs, and is accessible using the Internet.

**Mailing list**
A mailing list is a collection of names and addresses used by an individual or an organization to send material to multiple recipients. The term is often extended to include the people
| **MIND MAP** | A mind map (or mind-map) is a diagram used for linking words and ideas to a central key word or idea. It is used to visualize, classify, structure, and generate ideas, as well as an aid in study, problem solving, and decision making. |
| **OFF-LINE** | Being offline, is the state of being away from a computer that is connected to the Internet. |
| **ONLINE** | In general, something is said to be online if it is connected to some larger network or system (which is implicitly the “line”, though this interpretation is often useless). In common parlance, the larger network in question is usually the Internet, so that ‘online’ describes information that is accessible through the Internet. |
| **ONLINE COMMUNITY (ALSO VIRTUAL COMMUNITY OR MEDIATED COMMUNITY)** | An online community is a group of people communicating or interacting with each other by means of information technologies, typically the Internet, rather than face to face. |
| **OPEN SOURCE SOFTWARE** | Open source software refers to computer software available with its source code and under an open source license to study, change, and improve its design. |
| **PORTAL (WEB PORTAL)** | Web portals are sites on the World Wide Web that typically provide personalized capabilities to their visitors. They are designed to use distributed applications, different numbers and types of middleware, and hardware to provide services from a number of different sources. |
| **PUBLIC DOMAIN** | The public domain comprises the body of knowledge and innovation (especially creative works such as writing, art, music, and inventions) in relation to which no person or other legal entity can establish or maintain proprietary interests. This body of information and creativity is considered to be subscribed to such a list, so the group of subscribers are referred to as “the mailing list”, or simply “the list”. |
part of the common cultural and intellectual heritage of humanity, which in general anyone may use or exploit.

| **RAW MATERIAL** | Raw describes material that is in its natural unprocessed form, or has not had the final stages of processing. |
| **SCANNING** | In computing, a scanner is a device that analyzes a physical image (such as a photograph, printed text, or handwriting) or an object (such as an ornament) and converts it to a digital image. |
| **SOFTWARE** | Computer software (or simply software) is that part of a computer system that consists of encoded information (or computer instructions), as opposed to the physical computer equipment (hardware) which is used to store and process this information. The term is roughly synonymous with computer program but is more generic in scope. |
| **UPLOAD** | see Download |
| **WWW** | The World Wide Web ("WWW" or simply the "Web") is a global information space which people can read and write via computers connected to the Internet. The term is often mistakenly used as a synonym for the Internet itself, but the Web is actually a service that operates over the Internet, just like e-mail. |
# 7.2 Links

<table>
<thead>
<tr>
<th>Resource</th>
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<tbody>
<tr>
<td>DigiArts</td>
<td><a href="http://portal.unesco.org/digiarts">http://portal.unesco.org/digiarts</a></td>
</tr>
<tr>
<td>Young Digital Creators initiative (YDC)</td>
<td><a href="http://www.unesco.org/culture/digiarts/ydc">http://www.unesco.org/culture/digiarts/ydc</a></td>
</tr>
</tbody>
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**Pilot projects done through YDC:**

- **Sound of Our Water**  
  [http://unesco.uiah.fi/water](http://unesco.uiah.fi/water)

- **Youth Creating and Communicating on HIV/AIDS**  

- **Scenes and sounds of my city**  

- **L’histoire et la culture de la paix en Afrique**  

**About cultural diversity:**

- **Youth friendly version of the Universal Declaration on Cultural Diversity**  
Free access images:

UNESCO photobank website
http://www.unesco.org/photobank/exec/index.htm

Free sound samples:

Sounddogs website
http://www.sounddogs.com/start.asp

A useful list of free software and resources related to digital production is found on the DigiArts website:
TOOLS: A selection of tutorials for YDC project
http://www.unesco.org/culture/digiarts/ydc/tools
Content of the CD-ROM
8. CONTENT OF THE CD-ROM

The book comes with a CD-ROM that contains a selection on Free and Open Source Software that can be used in creative projects. The CD-ROM contains tools for editing audio, images and web pages.

Furthermore this CD-ROM comes with more than 90 audio sample files, which you are free to use in your projects.

8.1 Free Audio Editing Software

Audacity is free, open source software for recording and editing sounds. The CD-ROM includes Audacity 1.2.4b. You can visit Audacity homepage to check for the latest version.

Audacity homepage
http://audacity.sourceforge.net/
8.2 Free Image Editing Software

**GIMP** is a good software for such tasks as photo retouching, image composition and image authoring. This CD-ROM includes GIMP 2.2.10. You can visit GIMP homepage to check for the latest version.

**Inkscape** is a vector graphics editor that is good for creating web graphics, technical diagrams, icons, creative art, logos, maps. This CD-ROM includes Inkscape 0.43. You can visit Inkscape homepage to check for the latest version.

**Tux Paint** is a free drawing program designed for young children. It has a simple, easy-to-use interface, fun sound effects, and an encouraging cartoon mascot who helps guide children as they use the software. This CD-ROM includes Tux Paint 0.9.15-2 with stamps collection that children can use for their drawings. You can visit Tux Paint homepage to check for the latest version.

**GIMP homepage**
http://www.gimp.org/

**Inkscape homepage**
http://www.inkscape.org/

**Tux Paint**
http://www.newbreedsoftware.com/tuxpaint/
8.3 Free Web Page Editing Software

*Nvu* is a complete web authoring system that enables you to create web pages and manage a website with no technical expertise or knowledge of HTML. This CD-ROM includes Nvu 1.0. You can visit Nvu homepage to check for the latest version.

**NVU Homepage**
http://www.nvu.com/

8.4 Free Word Processing and Desktop Publishing Software

*AbiWord* is an easy to use word processor that works fine also on older computers. This CD-ROM includes AbiWord 2.4.2. You can visit AbiWord homepage to check for the latest version.

*Scribus* is a page layout and publishing software that can be used for small newspapers, brochures, newsletters, posters and books. This CD-ROM includes Scribus 1.3.2. You can visit Scribus homepage to check for the latest version.

**AbiWord homepage**
http://www.abisource.com/

**Scribus homepage**
http://www.scribus.org.uk/
8.5 Free Mind Mapping Software

Freemind is a good software to organize your project ideas as a mind map. This CD-ROM includes Freemind 0.8.0. You can visit Freemind homepage to check for the latest version.

Freemind requires Java Runtime Environment 1.4 or higher. If it is not already installed you have to download it from Java homepage.

Freemind homepage
http://freemind.sourceforge.net/wiki/index.php/Main_Page

Java homepage
ICT and creative thinking can be used for understanding of all possible topics. Children can choose from different types of activities, work individually or with their friends, receive advices from their teacher and grasp the importance of the topic for their everyday life and also for future activities.

*Julia Shappo, Palace of Youth and Children, Minsk, Belarus, YDC pilot 2004*

Soundscapes are all around us. We are responsible for its dynamics and changes. Paying attention to hear water sounds and produce new sounds for samples and music pieces made students understand they are active partners to produce knowledge for understanding and preserving our natural resources. Doing fieldwork and visiting different places, not always clean and healthy, made them think of changing their own attitudes.

*Francisca Marques, Lab ethnomusicology, Brazil, YDC pilot 2004*

Most definite way to enhance the communication and social skills the more they used creativity to express themselves while communicating with others online, and learning in the process.

*Gia, Port of Spain sister Cities UNESCO Youth Club, Trinidad and Tobago, YDC pilot 2004*