



OCEA(n)RT IO2 Lessons Template

Name of lesson	Policy Framework – International and European Stakeholders (UN, EU, COE, OECD, NGOs) and Initiatives (COP) – COVID 19
Developing partner	KMOP – Social Action and Innovation Centre
Aims of the lesson	Become familiar with the European and international policy and legal framework regarding ocean protection
Learning outcomes	Acquire knowledge on the various legally/non-legally binding instruments that have been produced by international/regional organisations regarding ocean protection and marine life preservation

<p>Summary of key points that the unit should cover (this can include essential points and further points)</p>	<p>Overview on the various policy instruments that have been produced by regional/international organizations and concern ocean protection.</p>
<p>Examples to be used for discussion in the session</p>	<p>The examples are in the PowerPoint.</p>
<p>List of practical tasks that participants will undertake</p> <p>If needed, list essential activities and further optional activities</p>	<p>Kahoot in order to warm up before the presentation.</p>

Assessment activities	<p>In general, to what extent did this Module help your familiarisation with the lesson's topic:</p> <ul style="list-style-type: none">• To a very great extent;• To a great extent;• To a moderate extent;• To a small extent;• Not at all
List of resources for students to use outside of the session (E.g., web links, websites, further reading, useful articles, technical articles)	N/A

Proposed plan for the session

Kahoot (10min)

PowerPoint presentation (10min)

Questions and answers round/ Discussion (10 min)



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OCEA(n)RT IO2 Lessons Template

Name of lesson	Environmental Activism
Developing partner	All For Blue
Aims of the lesson	Scope of this lesson is to explain the roots of environmental activism, by elaborating on the rise of environmental movements and the work of the most renowned environmental NGOs.

Learning outcomes	Be able to explain the roots and the goals of the environmental activism movement
Summary of key points that the unit should cover (this can include essential points and further points)	<ol style="list-style-type: none">1. Definition of environmental activism2. History of3. Most renowned NGOs and their scope4. Examples of actions and their outcome
Examples to be used for discussion in the session	Videos from Greenpeace and especially Sea Sepherd

<p>List of practical tasks that participants will undertake</p> <p>If needed, list essential activities and further optional activities</p>	<p>Kahoot questions:</p> <ol style="list-style-type: none"> 1) When do you think the first environmental organisation was founded? 2) Name a few activist organisations. 3) Out of these NGOs who should be called as eco-terrorist?
<p>Assessment activities</p>	<p>In general, to what extent did this Module help your familiarisation with the lesson's topic:</p> <ul style="list-style-type: none"> • To a very great extent; • To a great extent; • To a moderate extent; • To a small extent; • Not at all
<p>List of resources for students to use outside of the session</p>	<p>Organization List - Activist Facts www.greenpeace.org WWF - Endangered Species Conservation World Wildlife Fund Sierra Club Home Page: Explore, Enjoy, and Protect the Planet</p>

(E.g., web links, websites, further reading, useful articles, technical articles)

[Home — Sea Shepherd Conservation Society](#)
[Fridays For Future is an international climate movement active in most countries and our website offers information on who we are and what you can do.](#)

Proposed plan for the session

The presenter starts with the first slide and then asks the 1st kahoot question (When do you think the first environmental organisation was founded) in order to prepare the ground for the next slide.

After discussing about the history of the green movement the presenter can pose the 2nd Kahoot question (Name a few activist environmental NGOs).

Then the presenter can continue with the presentation of the organisations included and start a discussion after each video. The sea shepherd video is rather shocking and should be discussed. More specifically, the discussion topic is how the activists risk their own life in order to stand for their beliefs.

The last Kahoot question should be made at the very end of the presentation (if there is time left) in order to discuss how the audience sees the term eco-terrorism.



OCEA(n)RT IO2 Lessons Template

Name of lesson	Rise of Environmentalism in Mainstream Media and Platforms (Netflix)
Developing partner	C.I.P. Citizens In Power
Aims of the lesson	Address questions on the use of platforms as means to foster environmental awareness
Learning outcomes	<ul style="list-style-type: none">• Recognise the role of digital platforms in environmental awareness• Discover new documentaries that can be streamed online, and get reminded of old ones.• Become more aware of controversies related to Environmental Documentaries• Raise awareness on how to get facts straight through simple research• Address whether or not Documentaries help in changing the way we interact with the Environment and whether or not they can benefit the Environment.

Summary of key points that the unit should cover (this can include essential points and further points)	Through the study of this Lesson, the participants will get familiar with Environmental activism through the use of Mainstream Media. How Netflix and other Online Streaming Services can raise Environmental awareness. Facts about one of the most famous Documentaries in the history of Netflix. What Netflix's Seaspiracy has taken wrong and what right. Can Online Streaming services (like Netflix) change people's opinions on Environmental issues?
Examples to be used for discussion in the session	Netflix Documentaries List: <ol style="list-style-type: none">1. Our Planet2. Seaspiracy3. A Plastic Ocean4. Chasing Coral5. The Ivory Game6. Cowspiracy7. A Life on Our Planet8. Breaking Boundaries

<p>List of practical tasks that participants will undertake</p> <p>If needed, list essential activities and further optional activities</p>	<p>ARTICLES TO READ:</p> <ul style="list-style-type: none"> - Framing Social Movements through Documentary Films - What Netflix’s Seaspiracy gets wrong about fishing, explained by a marine biologist - Can Netflix’s Seaspiracy really shock people into not eating fish? - Netflix’s 'Seaspiracy': 5 Mind-Blowing Facts We Double-Checked So You Don’t Have To - Seaspiracy’s lasting impact on sustainable seafood businesses - How can environmental films make an impact? - Is Netflix's Seaspiracy film right about fishing damaging oceans? - WaterBear is a Netflix for environmental activism - How ‘Netflix for nature’ is changing the way we watch <p>VIDEOS TO WATCH:</p> <ul style="list-style-type: none"> - I Am Greta Official Trailer - A #NatureNow message from Greta Thunberg <p>ANSWER the questionnaire: https://forms.gle/dg8myn1khBv4vyxW6</p>
<p>Assessment activities</p>	<p>https://docs.google.com/forms/d/e/1FAIpQLSfNBsOBXwANLp1Ca_nZc5DDKQzVVSFwRR23vMt5-616L-320Q/viewform</p>
<p>List of resources for students to use outside of the session</p>	<ul style="list-style-type: none"> • https://www.wired.co.uk/article/seaspiracy-netflix-behaviour-change • https://www.vox.com/2021/4/13/22380637/seaspiracy-netflix-fact-check-fishing-ocean-plastic-veganism-vegetarianism

(E.g., web links, websites, further reading, useful articles, technical articles)

- <https://www.bbc.com/news/56660823>
- <https://www.lsnglobal.com/news/article/26370/waterbear-is-a-netflix-for-environmental-activism>
- <https://plasticphobia.com/7-must-watch-environmental-documentaries-on-netflix/>
- <https://www.synchronicityearth.org/how-can-environmental-films-make-an-impact/>

Proposed plan for the session

The Trainer provides the list of articles to the learners and allows them to pick 2-3 articles that they would like to read in groups of 4-5 people.

Ideally, each group should have at least 1 person who watched Netflix's Seaspiracy in order to explain to the others what the Documentary was about.

After 10 minutes of reading the selected articles, the learners, in the groups they have formed, they discuss the articles and they come up with a short verbal review on the articles, as well as how their opinion changed after the reading session.

After the participants have discussed the articles, they must spend 8 minutes answering the Google Form Questionnaire provided above and 2 minutes (per group) presenting the articles and how they affected their opinions.



OCEA(n)RT IO2 Lessons Template

Name of lesson	The power of Visual Arts and Tools
Developing partner	ARTIT Ltd
Aims of the lesson	The aim of this lesson is to offer participants a chance to express their feelings, emotions, concerns and fears on environment and climate change, by using traditional art tools and materials.
Learning outcomes	<ul style="list-style-type: none">• Practice visual art tools• Become aware of the environmental concerns

<p>Summary of key points that the unit should cover (this can include essential points and further points)</p>	<ul style="list-style-type: none"> • Educate about ocean pollution & environmental issues • Experience traditional art tools to share environmental concerns <ul style="list-style-type: none"> • Introduce new visual art tools • Express opinion & feelings and discuss in groups
<p>Examples to be used for discussion in the session</p>	<ul style="list-style-type: none"> • Painting of other kids <ul style="list-style-type: none"> • Agamograph • Visual Art tools (websites, applications)
<p>List of practical tasks that participants will undertake</p>	<ul style="list-style-type: none"> • Drawing a painting by using traditional art tools and materials. (20 minutes) • Discussion on the emotions that the participant felt during the task, and the message she/he wanted to pass through her/his work (10 minutes)
<p>Assessment activities</p>	<p>In general, to what extent did this Module help your familiarisation with the lesson's topic:</p> <ul style="list-style-type: none"> • To a great extent

List of resources for students to use outside of the session (E.g., web links, websites, further reading, useful articles, technical articles)

Applications

1. Bandimal
2. Artsonia Kids Art Museum
3. Drawp for School
4. My Story School eBook Maker
5. The Robot Factory by Tinybop
6. MetKids
7. Pixton
8. Tate Kids

Websites

1. Scrap Coloring
2. Bomomo
3. Aminah's World
4. Toy Theater

Proposed plan for the session

The session will begin with some important information of the lesson such as description, outcomes, activities, indicators as well as best practices that youth workers should have in mind.

In the second phase, we present some proposed ideas on what to include into their presentation. For example, we recommend a short educational video in order to raise youth's awareness around the ocean pollution. Afterwards, we demonstrate some paintings of young people on climate change around the globe.

Regarding the activity, we introduce a painting technique, called agamograph, which is pretty interesting for the youth. Otherwise, we can propose to let themselves free and paint whatever they want.

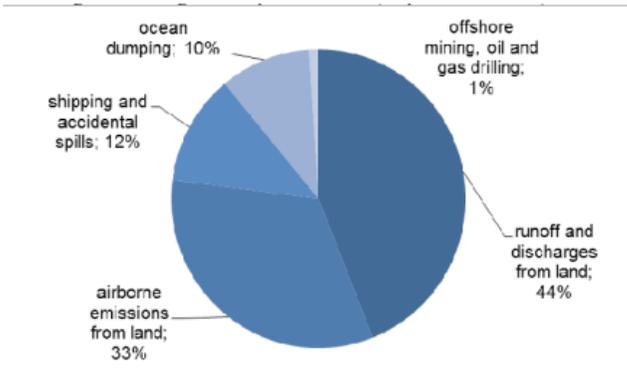
When they finish their painting, a group and later an open discussion follow.

Last but not least, we recommend some visual art tools for practice (websites and applications).



OCEA(n)RT IO2 Lessons Template

Name of lesson	Ocean Pollution & Art
Developing partner	All For Blue
Aims of the lesson	Understand the necessity of preserving the ocean and its marine life.
Learning outcomes	<ul style="list-style-type: none">• Be more aware of the environmental situation of the oceans• Factors of ocean pollution• Learn about artists projects that raise awareness

<p>Summary of key points that the unit should cover (this can include essential points and further points)</p>	 <table border="1"><thead><tr><th>Pollution Factor</th><th>Percentage</th></tr></thead><tbody><tr><td>runoff and discharges from land</td><td>44%</td></tr><tr><td>airborne emissions from land</td><td>33%</td></tr><tr><td>shipping and accidental spills</td><td>12%</td></tr><tr><td>ocean dumping</td><td>10%</td></tr><tr><td>offshore mining, oil and gas drilling</td><td>1%</td></tr></tbody></table>	Pollution Factor	Percentage	runoff and discharges from land	44%	airborne emissions from land	33%	shipping and accidental spills	12%	ocean dumping	10%	offshore mining, oil and gas drilling	1%	<p>This is how ocean pollution factors share their part of responsibility.</p> <ol style="list-style-type: none">1) The audience should be able to realise how the ocean and life under water is threatened by these factors.2) The audience should be able to also understand how humans' health is endangered since the food chain is hampered.3) After checking the different art pieces, the audience should be able to discuss about different art categories and which ones they find as more effective.4) The message is art can make positive impact unforgettable as Von Wong argues.
Pollution Factor	Percentage													
runoff and discharges from land	44%													
airborne emissions from land	33%													
shipping and accidental spills	12%													
ocean dumping	10%													
offshore mining, oil and gas drilling	1%													
<p>Examples to be used for discussion in the session</p>	<p>All the art works included in the presentation.</p>													

<p>List of practical tasks that participants will undertake</p> <p>If needed, list essential activities and further optional activities</p>	<p>Kahoot poll:</p> <ol style="list-style-type: none"> 1. What do you think the major pollutant factors are (except for plastics). 2. Do you know any artists that create environmental art or raise public awareness through art? 3. Benjamin Von Wong says: My mission is to help make positive impact unforgettable. <p>Do you think art can make a positive impact unforgettable? Is it enough?</p>
<p>Assessment activities</p>	<p>In general, to what extent did this Module help your familiarisation with the lesson's topic:</p> <ul style="list-style-type: none"> ● To a very great extent; ● To a great extent; ● To a moderate extent; ● To a small extent; ● Not at all
<p>List of resources for students to use outside of the session</p>	<p>https://www.underwatersculpture.com/ https://www.vonwong.com/ https://www.washingtonpost.com/news/energy-environment/wp/2016/05/16/air-pollution-doesnt-just-make-breathing-harder-for-humans-in-the-pacific-fish-are-choking-too/</p>

(E.g., web links, websites, further reading, useful articles, technical articles)

Proposed plan for the session

The presenter first asks the participants to answer the first Kahoot question.

He shows the answers and then comments on if the audience found all the pollutants or not and how they rank.

Then he continues with slide number 3&4.

Before continuing with slide number 6, the presenter may pose the second Kahoot question.

The third Kahoot question may be asked at the end of the presentation as a closing remark and as a trigger point for discussion.



OCEA(n)RT IO2 Lessons Template

Name of lesson	Plastic Pollution & Art
Developing partner	C.I.P. Citizens In Power
Aims of the lesson	This lesson aims to equip participants with the necessary knowledge regarding plastic pollution.
Learning outcomes	<ul style="list-style-type: none">• Be more aware of the damage that plastic can cause to the environment.• Use plastic materials as art tools to express their concerns on plastic pollution.

<p>Summary of key points that the unit should cover (this can include essential points and further points)</p>	<p>Throughout the activities of this Lesson, the participants will get familiar with the plastic material that end up in the oceans through a unique way.</p>
<p>Examples to be used for discussion in the session</p>	<p>N/A</p>
<p>List of practical tasks that participants will undertake</p> <p>If needed, list essential activities and further optional activities</p>	<p>Instead of conducting research, the participants will get familiar with the topic by creating art with the help of single-use plastic material.</p> <p>Prior to the session, the participants will be asked to bring AT LEAST THREE single-use plastic material from their homes, preferably used ones that have been cleaned properly. This material can be:</p> <ul style="list-style-type: none"> • Cotton bud sticks • Cutlery • Straws • Stirrers • Balloons and sticks for balloons • Food containers • Cups for beverages

- Beverage containers
- Plastic bags
- Packets and wrappers
- Toothbrushes
- Toothpaste tubes
- Single-use razor blades (blades removed)
- Shampoo (& shower gel) containers

*** VERY IMPORTANT: Make sure that the blades are removed from the single-use razor blades**

The participants must get in groups of 4-5 people. The trainer decides which sea element from the table below will be assigned to each participant group.

In this way, the trainer ensures that the participants will use material that other participants have brought along, and not only the ones they did bring themselves.

Participants must communicate with other groups and get the necessary material to create their artwork . Each topic is accompanied by a group of 5-6 material that the participants must work with in order to complete the task and create their artwork.

With the help of A3-sized papers, eco-friendly and biodegradable glue, scissors and 100% paper tape, the participants (in groups) will create art that represents only one of the sea elements presented above and the material provided.

Each group, must choose 1 of the following sea elements and work with the material provided to them in order to create representations of these elements.

Fish	Rocks/pebbles	Seaweed	Coral Reef	Shells
				
<p>Cotton bud sticks, Cutlery, Balloons, Wrappers, Toothpaste tubes, Shampoo containers</p>	<p>Balloons, Food containers, Plastic Cups, Shampoo containers</p>	<p>Straws, Stirrers, Plastic bags, Wrappers, Razor blades</p>	<p>Cotton bud sticks, Cutlery, Straws, Toothbrushes, Razor blades</p>	<p>Cutlery, Food containers, Plastic Cups, Beverage containers, Toothpaste tubes</p>

EXAMPLE:

Group A is assigned the Seaweed topic. They must communicate with other groups and collect as many Straws, Stirrers, Plastic bags, Wrappers, Razor blades as they can in order to create their artwork.

However, Group A has to respect that Group B that is assigned the Fish topic might need some Wrappers too, and Group C that is assigned the Coral Reef topic might need some razor blades.

Hence, the groups must communicate in order to be resourceful and use the material well.

Assessment activities	https://forms.gle/PvH6ndNyXV8LNCqy5
List of resources for students to use outside of the session (E.g., web links, websites, further reading, useful articles, technical articles)	https://unsplash.com/photos/yWYP1hrFAn8 https://unsplash.com/photos/gJyKLN84LwU https://unsplash.com/photos/1CcgPeymltg https://unsplash.com/photos/0G01UI1MQhg https://unsplash.com/photos/6RTn6HZD-RI
Proposed plan for the session 20 minutes artworks creation including: <ol style="list-style-type: none"> 1. Collection of single use material 2. Creation of groups 3. Sea topics assignment to the groups 4. Groupwork 10 minutes discussion and assessment (2-3 minutes per group)	





OCEA(n)RT IO2 Lessons Template

Name of lesson	International Youth Practices and Youth Initiatives: What is facilitating and what is hindering youth environmental awareness?
Developing partner	REFRAME
Aims of the lesson	Become more aware of the situation of youth environmental movements worldwide, and the difficulties they face.
Learning outcomes	Gain awareness on international youth practices and initiatives

Summary of key points that the unit should cover (this can include essential points and further points)	To inform participants on the how youth has been mobilised towards promoting environmental awareness, and on the various obstacles that may/might hinder youth movements.
Examples to be used for discussion in the session	The examples are in the PowerPoint.
List of practical tasks that participants will undertake If needed, list essential activities and further optional activities	N/A

Assessment activities	<p>In general, to what extent did this Module help your familiarisation with the lesson's topic:</p> <ul style="list-style-type: none">• To a very great extent;• To a great extent;• To a moderate extent;• To a small extent;• Not at all
List of resources for students to use outside of the session (E.g., web links, websites, further reading, useful articles, technical articles)	N/A

Proposed plan for the session

PowerPoint presentation (15min)

Questions and answers round/ Discussion (15 min)



OCEA(n)RT IO2 Lessons Template

Name of lesson	Art and Environment Campaigns: How to?
Developing partner	TILLT
Aims of the lesson	<ul style="list-style-type: none">• Address the need for more targeted, timely and focused Art and Environment Campaigns.• Learn ways to create an Art and Environment Campaign.
Learning outcomes	<ul style="list-style-type: none">• Learn how to incorporate art into an environmental campaign.• Become able to evaluate the performance of Art and Environment Campaigns.

<p>Summary of key points that the unit should cover (this can include essential points and further points)</p>	<p>Case study: Development of an idea on a hypothetical environmental campaign (online or physical) incorporating one or more types of art.</p>
<p>Examples to be used for discussion in the session</p>	<p>“Go green campaign” -> an initiative launched to mark the 26ht UN Climate Change Conference, COP26 in Glasgow. Participating art organisations are invited to turn their buildings green for the day in response to the climate summit, which is bringing world leaders and officials from 196 countries to Scotland from 31 October to 12 November in the hope of driving down carbon emissions and limiting global warming to 1.5 degrees—the goal of the landmark 2015 Paris Agreement. Source: https://www.theartnewspaper.com/2021/09/14/now-is-the-time-uk-artists-and-galleries-unite-for-climate-campaign-to-mark-cop26-conference</p> <p>Cura Bra Cura Té: Ernesto Neto For Brazilian artist Ernesto Neto, art is a way to envisage possibilities to foster new ethics of common good and sociability, to build a future in which we as humans live in harmony with nature. Neto's oeuvre is sensorial in its essence - his work is to be touched, played with, handled, walked in, sat on, smelled... Through interaction, he invites audiences to access their intrinsic spirituality and humanism, and to also experience ecology, sensuality, and the spirit of community. Neto creates environments for conviviality, for taking a breath and for stimulating consciousness and awareness.</p>

	<p>In his 2019 retrospective Ernesto Neto: Sopro (Blow) at the Pinacoteca de São Paulo, the artist created a majestic forest installation entitled Cura Bra Cura Té. Roughly translated as "Cure Brazil, cure the Earth", the title hints at a hidden message from the artist behind the words "Cura Té" - to "Cure Yourself". Through its powerful maternal embrace, the work suggested that the forest will prompt our collective healing. Imbued with medicinal leaves used in indigenous rituals, the aromatic in situ work offered a communal space for gathering, sheltering rituals, celebrations and immersive contemplation, key features that anchor his practice.</p> <p>At the centre of the space, a wooden pole used for torturing slaves symbolized the brutality of colonialism and necropolitics. With the force and the blow of indigenous and Afro-Brazilian representatives, the trunk was cut in four ritual events in an attempt to illustrate their spirituality and connectedness to the Earth.</p> <p>Source: http://www.art2030.org/projects/art-for-a-healthy-planet-2021</p>
<p>List of practical tasks that participants will undertake</p> <p>If needed, list essential activities and further optional activities</p>	<p>Design of a hypothetical environmental campaign incorporating one or more types of art.</p>

Assessment activities	<p>In general, to what extent did this Module help your familiarisation with the lesson's topic:</p> <ul style="list-style-type: none">• To a very great extent;• To a great extent;• To a moderate extent;• To a small extent;• Not at all
List of resources for students to use outside of the session (E.g., web links, websites, further reading, useful articles, technical articles)	N/A

Proposed plan for the session

Description of the activity (5 min.)

Presentation of the 7 forms of Art

- Painting
- Sculpture
- Literature
- Architecture
- Cinema
- Music
- Theatre

Explanation of the activity

Participants will be divided into teams and they will develop an idea on a hypothetical environmental campaign (online or physical) incorporating one or more types.

Activity (15 min.)

Implementation of the activity. The participants will brainstorm and develop their environmental campaign on the flip-charts/A4 papers.

Presentation of the campaign (10 min.)

The participants will present briefly their environmental campaign and the rest participants will provide feedback.



OCEA(n)RT IO2 Lessons Template

Name of lesson	Marketing and Exploitation of Art in Environmental Campaigns
Developing partner	FUNDACIO INTERARTS PER A LA COOPERACIO CULTURAL INTERNACIONAL (E10174992, ES)
Aims of the lesson	Aim of this lesson is to examine various marketing and exploitation techniques that might prove useful for improving the efficacy of environmental campaigns.

<p>Learning outcomes</p>	<p>Adopt innovating Marketing and Exploitation ideas and strategies through the analysis of several environmental and non-environmental related case studies and further recommendations/suggestions on the development of marketing campaigns. Gain awareness on the importance of environmental and green art as tools for environmental campaigns.</p>
<p>Summary of key points that the unit should cover (this can include essential points and further points)</p>	<p>0. Introduction of the lesson: Marketing and Exploitation of Art in Environmental Campaigns</p> <p>1. Definitions</p> <p>1.1 Definition of Marketing according to several scholars:</p> <p>According to the American Marketing Association, marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.</p> <p>1.2 What is an environmental campaign?</p> <p>An environmental campaign is a campaign whose focus is to raise awareness about the conditions of our planet and inspire the need to take care of our environment by adopting a more sustainable behavior or by pledging to a cause.</p> <p>2. Types of marketing techniques</p> <p>2.1 Traditional marketing techniques</p> <p>Several scholars recognize many different types of marketing. Examples of traditional marketing are: outbound marketing (e.g., billboards), word of mouth marketing, cause marketing.</p>

2.2 Innovative marketing techniques

Examples of innovative/digital marketing are: viral marketing, influencers marketing, experiential marketing, interactive marketing, green marketing and guerrilla marketing. In particular, the last two will be the topic of this lesson.

2.2.1 Green marketing

It is a strategy where businesses focus on the sustainable and environmentally friendly practices of their brand, products, or charitable efforts. Green marketing works to show how a company develops and advertises products in an environmentally sustainable way or how they promote and support green foundations and initiatives.

2.2.2 Guerrilla marketing.

It is a term coined by Jay Conrad Levinson that describes marketing efforts that use nontraditional methods to achieve traditional goals.

3. Case studies

Several case studies will be analyzed: at least an example of guerrilla marketing, one of green marketing, one of NGO/civil and one of a company. The participants can also guess what kind of marketing it is.

3.1 Non-environmental related

- Chipotle and the multiverse
- National Blood Donation in the United Kingdom
- Expedia (digital marketing)

3.2 Environmental-related

- WWF campaign
- Public Installations (Nazih Mestaoui on guerrilla marketing)
- IFCR International Federation of Red Cross
- Mc Donald's (cause marketing/ outbound marketing)
- Street Art by Banksy
- Street Art by Odeith (guerrilla marketing)

3.2.1 Art in environmental-related campaigns

Art can support marketers in obtaining knowledge, learning from experience, and benefiting from opportunities. Hagtvedt and Patrick were the first to analyze the "art infusion effect." Marketers integrate art into their marketing communication by recreating famous paintings as backgrounds or prints on packages, by integrating music, through mobile applications, or as websites' background music. One may consider that art's inclusion in marketing communication generates awe and creates emotions.

3.2.1.1 Difference between green art and environmental art:

Green art is the practice of using environmentally friendly, non-toxic and natural materials. Combining these art forms will depend on the artistic intent. Environmental= Environmental art involves artistic works which have the intent of becoming a part of or enhancing the environment, whilst making a statement on ecological and conservation issues

4. Recommendations/Suggestions on the development of marketing campaigns

There are some suggestions to be considered when developing a marketing campaign, which can also will be found in the case studies analyzed:

	<ol style="list-style-type: none"> 5. Be innovative 6. The strategy should be human and customer-centric 7. It is better to show than tell 8. Be creative 9. Start a conversation on social media about the topics that people want to hear about 10. Make an emotional appeal to the audience 11. Make use of storytelling 12. Show how your products or services can make life better for real people 13. Creating an experience for your target audience
<p>Examples to be used for discussion in the session</p>	<p>(The aforementioned examples or case studies will be mentioned and analysed in the PowerPoint presentation)</p> <p>Non-environmental related:</p> <ul style="list-style-type: none"> • Chipotle and the multiverse • National Blood Donation in the United Kingdom • Expedia (digital marketing) <p>Environmental-related examples to be used:</p> <ul style="list-style-type: none"> • WWF campaign • Street Art by Banksy • Street Art by Odeith (guerrilla marketing) • Public Installations (Naziha Mestaoui on guerrilla marketing) • IFCR International Federation of Red Cross • Mc Donald's (cause marketing/ outbound marketing)

<p>List of practical tasks that participants will undertake</p> <p>If needed, list essential activities and further optional activities</p>	<ul style="list-style-type: none"> • Active participation in the Kahoot prior to the presentation in order to acknowledge the main concepts to tackle. • Active listening to the presentation on Marketing and Exploitation of Art in Environmental Campaigns. • Participation in the proposed activity (A): Participants will be divided into teams and they will choose a marketing technique and suggest it for an environmental campaign of their choice. They could also choose an existing environmental campaign and suggest a different marketing strategy that the one adopted. • Participation in the proposed activity (B): Participants will be divided into teams, where they will be tasked to produce a publicity regarding an art exhibition focused on climate change. Participants will decide upon the type of publicity (television, radio, online, social media, platforms), and will present their scenario. In the end, they will present their ideas and will explain why this might be an effective publicity. • Formulation of questions (if required). • Active participation in the debate on a related topic.
<p>Assessment activities</p>	<p>In general, to what extent did this Module help your familiarisation with the lesson's topic:</p> <ul style="list-style-type: none"> • To a very great extent; • To a great extent; • To a moderate extent; • To a small extent; • Not at all
<p>List of resources for students to use outside of the session (E.g., web links,</p>	<p>Resources for more information:</p> <ul style="list-style-type: none"> • Web links

websites, further reading, useful articles, technical articles)

- IFCR International Federation of Red Cross: <https://climatechanged.me>
- Expedia (digital marketing): <https://www.expedia.co.uk/vc/c/other-worldly-destinations/>
- Difference between environmental and green art: <https://education.christies.com/news/2019/may/what-is-environmental-and-green-art>

- Videos
 - WWF Campaign: <https://youtu.be/9H01rlQ0AuEs>
 - Mc Donald's (cause marketing/outbound): <https://youtu.be/Mm5MA80fZ5A>
 - Chipotle and the Multiverse: <https://youtu.be/r5tKbygg3ko>
 - National Blood Donation in the United Kingdom: <https://youtu.be/-zNWP4lZrJQ>
 - George the Poet: <https://www.georgethepoet.com>

- Articles
 - "Public Installations", by Naziha Mestaoui on guerrilla marketing: <https://www.designboom.com/art/naziha-mestaoui-virtual-forest-growing-paris-monuments-06-16-2014/>
 - "7 of the most innovative marketing strategies and what they teach us", by Dominick Sorrentino: <https://www.brafton.com/blog/strategy/7-of-the-most-innovative-marketing-strategies-and-what-they-teach-us/>
 - "Green Marketing: Benefits and Challenges", by Mrs. P. Anitha and Dr. C. Vijai: https://ejmcm.com/article_6325_c47db005c100ca3f49936afaabcddec.pdf
 - "Evolution and Future of environmental marketing", by Parag Shil: <http://www.dl.edi-info.ir/Evolution%20and%20future%20of%20environmental%20marketing.pdf>
 - "The Impact of Guerrilla Marketing on Brand Image", by Soomro: <https://www.koreascience.or.kr/article/JAKO202109554061573.page>
 - "Guerrilla Marketing Trends for Sustainable Solutions": <https://journals.vgtu.lt/index.php/JBEM/article/view/10730/9879>

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| | <p>- “Guerrilla Marketing: the nature of the concept and propositions for further research”, by Hutter:
https://docsdrive.com/pdfs/academicjournals/ajm/2011/39-54.pdf</p> |
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Proposed plan for the session

- Previous Kahoot on basic concepts for the session (5min max.).
- PowerPoint presentation (around 10 min.).
- Activity A: Participants will be divided into teams and they will choose a marketing technique and suggest it for an environmental campaign of their choice. They could also choose an existing environmental campaign and suggest a different marketing strategy that the one adopted (online or face-to-face). (5min.)
- Activity B: Participants will be divided into teams, where they will be tasked to produce a publicity regarding an art exhibition focused on climate change. Participants will decide upon the type of publicity (television, radio, online, social media, platforms), and will present their scenario. In the end, they will present their ideas and will explain why this might be an effective publicity.
- Questions / Answers round (around 5 min.).
- Short debate on 1 topic to determine (5-10 min, depending on the dynamics of the participants).

