

COP 26

CREATE⁴ GLASGOW

OCTOBER 2021 - MAY 2022

**A
PARTICIPATORY
PROJECT IN
THE FOOTSTEPS
OF COP26**



FROM NOVEMBER 5TH TO NOVEMBER 12TH 2021, ALL EYES, FROM PARIS TO TOKYO, ADELAÏDE TO JOHANNESBURG, LIMA TO VANUATU, WERE ON THE CITY OF GLASGOW AS WORLD LEADERS, SCIENTISTS, ECONOMISTS AND ACTIVISTS WERE MEETING TO FACE AND TACKLE CLIMATE CHANGE AND ITS CONSEQUENCES.

Hosting an event as essential as COP 26 is a major opportunity for a city, which is scrutinised by the whole world. This worldwide six-days long meeting and negotiation deals with international issues and leads to global outcomes. However, **local issues seem to be barely on the table.**

As politics, NGOs and companies engage in a conversation to reach a common agreement to slow down global warming, the inhabitants of hosting cities are hardly involved, even though they are facing severe changes in their own cities.

In 2021, the City of Glasgow wanted to twist the game and engage **with local communities in order to foster the desire of the inhabitants to get involved** in the battle for a more sustainable future and to participate in COP26 and create a legacy in their own way.

Create4Glasgow is a creative participatory project with and for young people, conceived by **Sabir**, supported by **Bloomberg Philanthropies** and delivered in partnership with **Glasgow Education and Glasgow Life** over **six months**, Glasgow young people were invited to **create and develop an artwork**, addressing the issues of **climate change for Glasgow**. Create4Glasgow is now entering its last phase, with creative projects that are more than a simple call to action.

Before COP26, the young people in Glasgow schools were invited to vote for their top priorities to solve the climate change issues facing Glasgow. 1800 young people voted and their choices formed the brief for an Open Call for young artists to create an artwork responding to these issues. Around **850 participants** sent over **250 artworks**. Glasgow school students voted to select the **12 projects** for the final stage of workshops with artists from Glasgow Life's **artist-in-residence programme**.

Three projects are being taken further and are now part of wider initiatives from communities. These projects aim to have a concrete impact on the life of the neighbourhood, including the promotion of a food pantry, raising awareness on air pollution, the encouragement of the use of bikes and a campaign for cleaner oceans all the way to City Council. Those three projects are relevant examples of how an artwork turns into a political action, directly improving the life of communities and fighting for a sustainable future. **Two projects are turning into lasting artworks**, a campaign to protect the Clyde and a children's book to educate about climate change.

Five projects have been developed during workshops from March to May, throughout which young people learnt more about climate change and activism. Those projects will not be continued after the workshops but led to greater environmental awareness among young people. **Two projects have not been pursued**, as they consisted of final artworks sent by art students.

It is important to underline the aim of the project to empower **young people**. The young people chose the priorities they wanted to tackle and voted directly for it. They also voted for the final 12 selected artworks, which are currently being taken further. They came up with powerful ideas to express their feelings about climate change and address blatant local issues.

KEY FIGURES

850
PARTICIPANTS
250
ARTWORKS
12
PROJECTS
3222
LIKES AND COMMENTS
ON SOCIAL MEDIA

Young people participating in the workshop felt empowered and in some cases wanted to take the action further, especially when they could observe concrete manifestations of their ideas. This young people empowerment has been the key rule during the project, as we believe the upcoming generation will have to lead the fight against climate change, changing our way of thinking, improving our way of understanding this unprecedented issue, building the solutions for making our society, and thus, our planet, great again.

Create4Glasgow is just one of a broad-based mobilisation of schools and artists in the run up and wake of COP26, and the impact of Create4Glasgow is only part of the results produced by all the climate change projects in Glasgow schools. so its direct effects can be hard to isolate. However we observed that **some projects are now part of wider initiatives in some neighbourhoods**, and joined forces with other projects to have a bigger impact on people's lives.

This report evaluates the programme up to May 30th. Some projects are continuing their workshops and will blossom later in the summer. The report starts with an introduction to the project and a factual presentation of the key achievements and artworks. The second section of the report has been written in collaboration with Doc Soc and Cosmic Cat, social impact producers, who focused on the observation of one project, to assess its social impact and draw recommendations for future projects.

“WE DON’T WANT ONE GRETA THUNBERG, WE WANT 1000S OF THEM”. IN THE LEAD UP TO COP26 THE CHILDREN WERE ENGAGED IN A WHOLE RANGE OF WORK LEARNING ABOUT SUSTAINABILITY AND C4G “WAS INTERTWINED” WITH ALL THE OTHER WORK WE WERE DOING. “WE SEE IT AS A WHOLE THEMATIC WAY OF THINKING RATHER THAN A ONE OFF. NOT CREATIVITY FOR THE SAKE OF IT, BUT PART OF A LEGACY OF ART BEING USED IN THE DEVELOPMENT OF POLITICAL LITERACY.” WITH SO MANY THINGS HAPPENING AT A GRASSROOTS LEVEL WITH THE CHILDREN “IT’S IMPOSSIBLE TO SAY WHAT THE IMPACT OF C4G WAS”. HOWEVER, THE PROJECT WHICH ADDED IMPETUS AND PROFILE TO THE WORK GOING ON IN THE CITY, AND “FITTED IN VERY WELL” WITH GLASGOW’S GOAL WHICH IS “VERY AMBITIOUS ABOUT BEING A GLOBAL GREEN CITY.”

ANDREA REID,
SENIOR EDUCATION OFFICER, GLASGOW CITY COUNCIL

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A PARTICIPATORY
PROJECT BUILDING IN
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EMPOWER YOUNG PEOPLE AND
COMMUNITIES TO TACKLE CLIMATE
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ROAD TO THE ARTWORKS

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**12 PROJECTS TO TACKLE CLIMATE
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CREATE4GLASGOW'S GOAL IS TO EMPOWER YOUNG PEOPLE AND COMMUNITIES TO TACKLE CLIMATE CHANGE

ART IS A POWERFUL WAY TO ENGAGE WITH AND TO EMPOWER COMMUNITIES, TO INTRODUCE THEM TO SOCIAL ISSUES AND TO INSPIRE THEM TO TAKE ACTION IN ORDER TO MAKE THE WORLD A BETTER PLACE.

Young people, as they are the voices of tomorrow, are bursting with the desire to get involved, leading the way to create a more sustainable city. As COP26 was taking place in Glasgow, the involvement of Glasgow young people seemed vital.

With the support of Bloomberg Philanthropies, **Sabin** conceived Create4glasgow as a proposal for young people's engagement in COP26. Then, the project was submitted to **Glasgow City Council**, who offered the partnership of Glasgow Education to facilitate the engagement of young people to shape the project through their voting system and to support the teachers and pupils to deliver the project in their schools. And introduced Glasgow Life's *Creative communities : Artist In Residence*, a programme of 23 artists in residence in 23 Glasgow wards, to support local schools and communities to create artworks.

And that is how Create4Glasgow was born. The goal of the project was to give the opportunity to Glasgow young people to make their voice heard. They have been invited, based on the three climate priorities they picked for Glasgow to share an artwork, which could take any form. Some artworks have been pursued during workshops and are now beginning to take a concrete form, and having direct impact on the daily life of communities.

ROAD TO THE ARTWORKS

TIMELINE	
● SEPTEMBER 2021	GLASGOW YOUNG PEOPLE PICKED THREE PRIORITIES
● NOVEMBER 5TH - DECEMBER 17TH	DURING SIX WEEKS, ARTISTS SENT ARTWORKS, RESPONDING THE CLIMATE EMERGENCY
● DECEMBER 2021	THIS FIRST PHASE SHOWED A HUGE DIVERSITY IN THE ARTIST'S PROFILES, THE TOPICS AND THE MEDIUMS
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● SEPTEMBER 2021

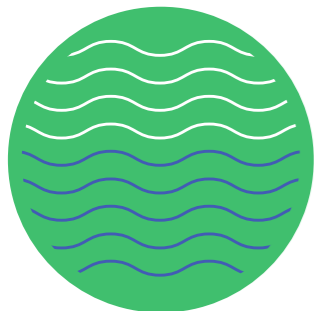
GLASGOW YOUNG PEOPLE PICKED THREE PRIORITIES

WORKING WITH GLASGOW EDUCATION, IN THE RUN UP TO COP26, YOUNG PEOPLE IN SCHOOLS VOTED ON THEIR PRIORITIES FOR GLASGOW TO REDUCE THE EFFECTS OF CLIMATE CHANGE .

OVER 1,800 YOUNG PEOPLE SHARED THEIR MAIN CONCERNS, CHOOSING THE FOLLOWING THREE PRIORITIES AS THE MAIN THREATS TO FIGHT AGAINST :



61% OF GLASGOW YOUNG PEOPLE CALLED FOR ACTION AGAINST AIR POLLUTION



55% OF GLASGOW YOUNG PEOPLE CALLED FOR ACTION AGAINST WATER POLLUTION



32% OF GLASGOW YOUNG PEOPLE CALLED FOR ACTION TO RESCUE TERRITORIES THREATENED WITH EXTINCTION.

● NOVEMBER 5TH 2021

CREATE4GLASGOW FIRST PHASE WAS LAUNCHED DURING COP26

CELEBRATED GLASGOW ARTIST **GABRIELA MARCELLA** LAUNCHED THE PROJECT, SHARING HER PIECE **WATERWORKS**, COMMISSIONED BY **BLOOMBERG PHILANTHROPIES ASPHALT ART PROGRAMME FOR COP26**.

The piece, co-created with local communities and young people, transformed the space leading to Anderson Station, providing a practical example of artists tackling climate change and improving daily life of local citizens. **Olafur Eliasson's Little Sun project** was also given as an inspiration, as this artistic and social project has improved the life of millions of people. They both were very enthusiastic about this journey and therefore gave an inspiring statement on art and activism, inviting young people to follow their paths.

Schools were also provided with **digital learning packs**, to support them in the organisation of the creative work of the young people. This digital learning pack provided them key facts on the voted top three priorities, as well as creative tips to create and upload digital artworks.

On **November 5th**, COP26's **Youth Empowerment Day in Glasgow**, the **Lord Provost and young people from Glasgow schools** officially launched the Open Call of Create4Glasgow at Glasgow City Hall.

Every artist, in Glasgow, but also from anywhere in the world, was invited to submit an artwork, using any form, inspired by the three priorities. Every aspiring participant was given **26 days**, from the beginning of COP 26 to send their artwork.

KEY FIGURES

**26 DAYS
TO SEND ARTWORKS**



View of the opening ceremony reception hall

● NOVEMBER 5TH - DECEMBER 17TH

DURING SIX WEEKS, ARTISTS SENT ARTWORKS, RESPONDING THE CLIMATE EMERGENCY

BUILDING ON THE EXTENSIVE WORK IN SCHOOLS ACROSS THE CURRICULUM ON CLIMATE CHANGE, IN THE BUILD UP TO COP26, TEACHERS AND THE ARTISTS IN RESIDENCE CREATE4GLASGOW ORGANISED SPECIAL SESSIONS FOR ITS OPEN CALL IN ORDER TO SHARE KNOWLEDGE ABOUT THE STAKES OF CLIMATE CHANGE AND TO SUPPORT YOUNG PEOPLE TO CREATE THEIR ARTWORKS. EXAMPLES INCLUDE:

EXPLORATION OF GREEN CAREERS

thanks to encounter with turbine engineers (Caldercuit Primary School and Nursery) ;

WORKSHOP AROUND ONE OF THE ISSUE OF CLIMATE CHANGE

leading to the production of an artwork (Rosshall Academy)

EXPLORATION OF THE SURROUNDINGS OF THE SCHOOL

to find out about the climate risks and imagine resourceful solutions (Gowanbank Primary)...

The artist-in-residence programme worked in schools but also in community centres and public spaces in their local wards. The artists offered creative tools and workshops to support their communities to invent and develop their ideas, The following projects were led by artists in residence leading to fruitful conversation and unexpected dialogues.

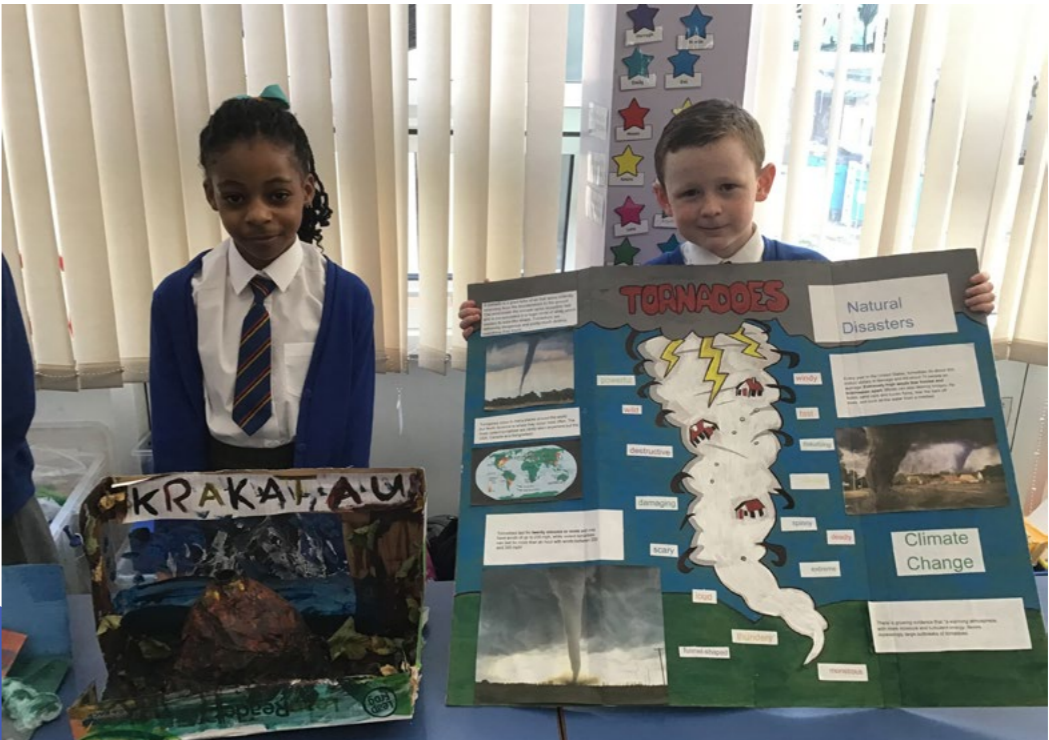
- What would you do If you were king or queen of the world, **Lourdes Secondary**, Fiona Fleming
- Castlemilk Food Pantry, **Castleton Primary**, Deindre Nelson (Linn)
- Clyde Keeper, **Gowanbank Primary**, Hannah Brackston (Greater Pollock)
- Leaves for Life, **St Paul Youth Forum** and Clean Drain Campaign, **Sunnyside Primary**, Zoe Walker and Neil Bromwich (North East)
- Almost To The Moon, **Thornwood Primary**, from artist collective In The Making (Victoria Park)
- Eco Tee Shirts, **Springburn Academy**, Ms Mandy McIntosh (Springburn)



Young people from Gowanbank Primary designing a tapestry



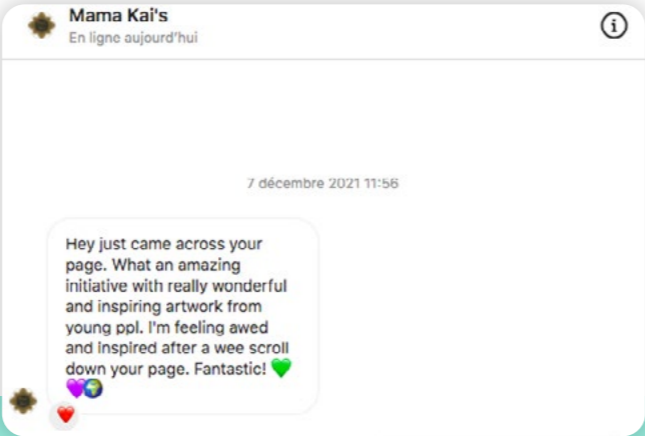
A little girl from Springburn Academy making a eco-conceived tee-shirt



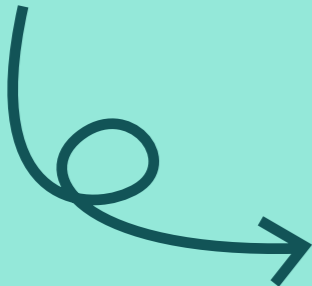
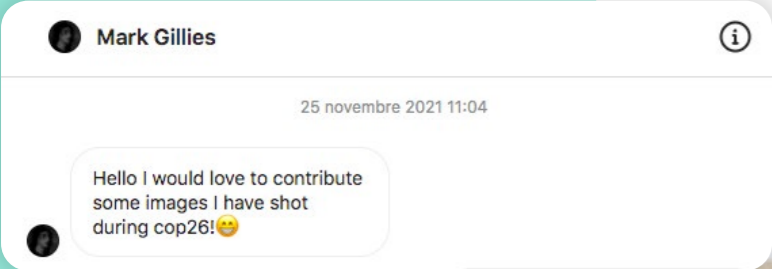
Two pupils from St Paul's G32 showing the poster they made after a workshop in class

BEYOND THE WORKSHOPS AND SESSIONS
SCHOOLS AND THROUGH THE ARTIST IN
RESIDENCE PROGRAMME , THE WHOLE CITY
GOT INVOLVED :

Numerous young people sent drawings they made at home, showing their interest in tackling climate change (Samwise, *Would you let me die?*). Some Glasgiewians spontaneously sent contributions, such as Mark, who took pictures of COP26 and reached out to the team asking how he could get involved. Some parents enthusiastically reacted on social media to the project.



A spontaneous testimony from Instagram follower
Mama Kai's



Mark's contribution to Create4glasgow



CULTURAL INSTITUTIONS ALL AROUND
GLASGOW CONTRIBUTED TO THE PROJECT,
CREATING A GLOBAL DYNAMIC AROUND THE
CITY, SUCH AS PLATFORM GLASGOW, GOMA
AND TRAMWAY. ONE OF GLASGOW SCHOOL
OF ARTS STUDENT EVEN LABELLED HER FINAL
PROJECT AS PART OF CREATE4GLASGOW!

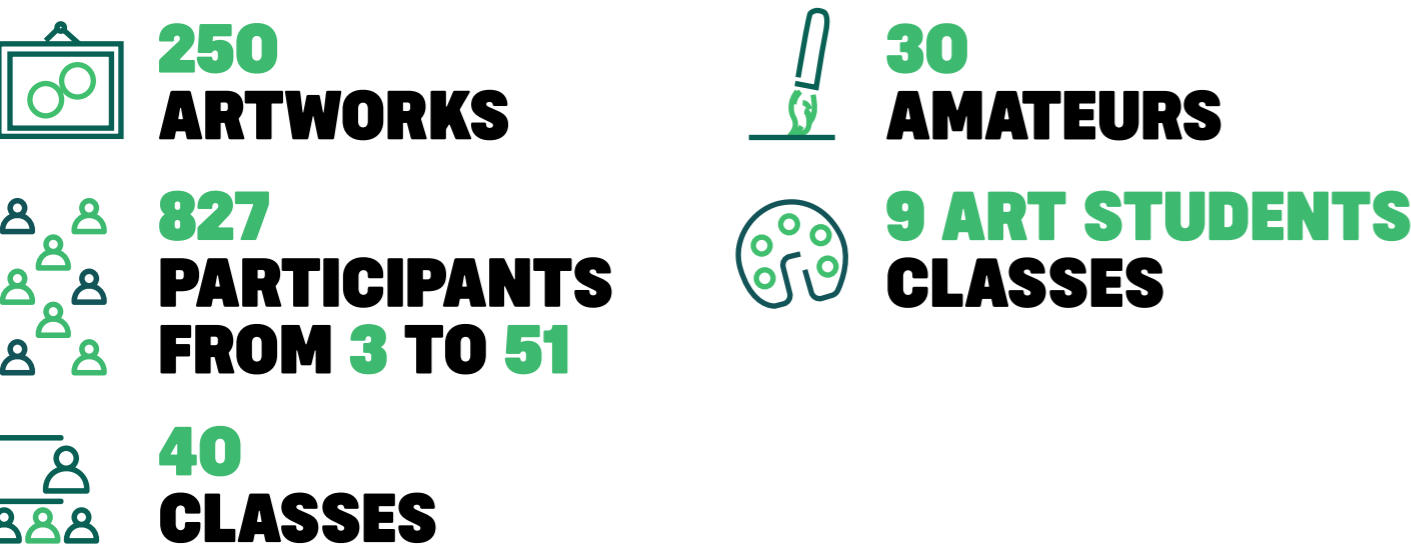
The project has benefited from local publicity, by being shared by crucial local cultural players such as **Creative Carbon Glasgow**, the **Centre for Sustainable Practice** in the Arts or columnist and senior writer from **The Times**, Kenny Farquarson.

The project attracted interest beyond Glasgow's borders. Some participants from **Italy, Pakistan, London, Edinburgh, Paris** or **New York** also sent contributions.



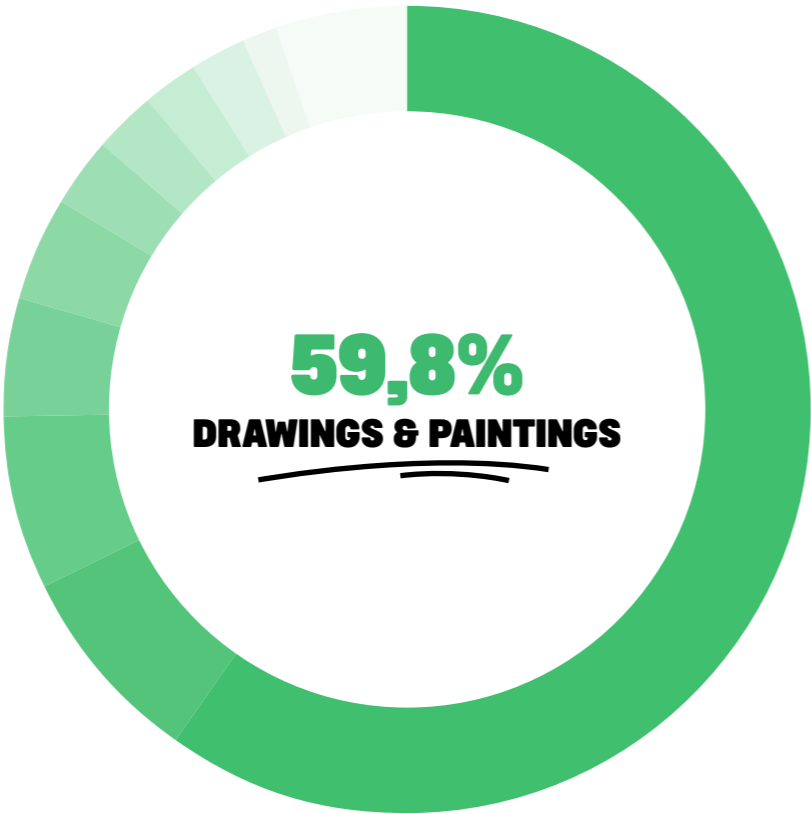
● DECEMBER 2021

THIS FIRST PHASE SHOWED A HUGE DIVERSITY IN THE ARTIST’S PROFILES, THE TOPICS AND THE MEDIUM

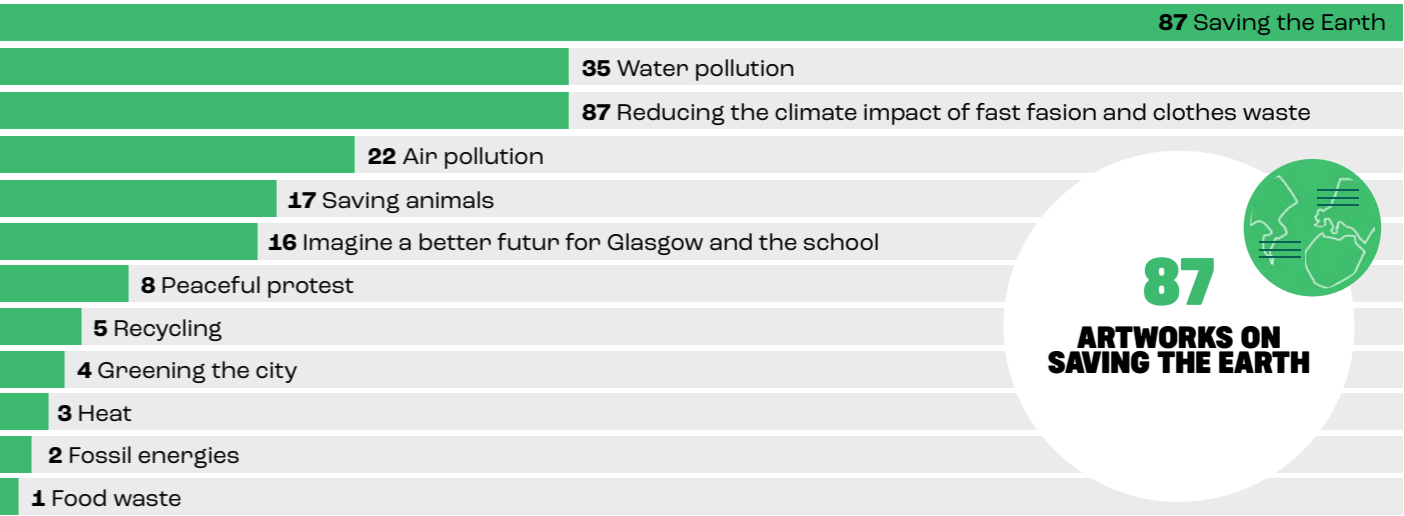


MEDIUM

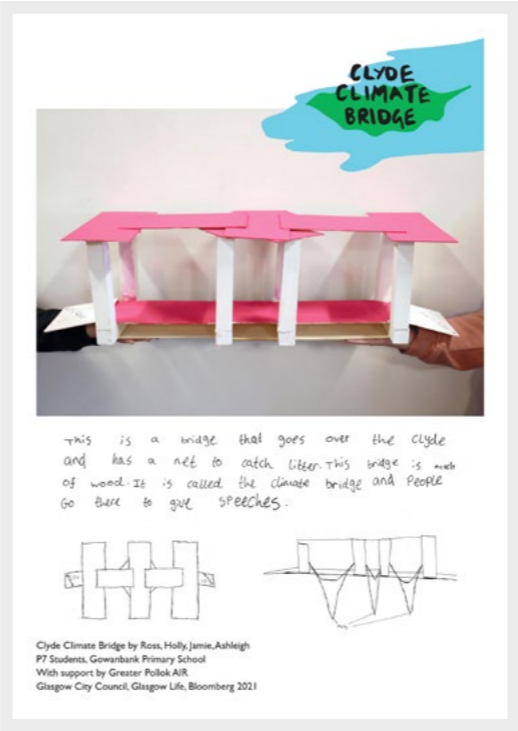
- Books **1,4%**
- Posters **2,3%**
- Speeches **2,3%**
- Sculptures **2,3%**
- Poems **2,8%**
- Gifs **4,2%**
- Tee Shirts **4,7%**
- Impact projects **7%**
- Collages **7,9%**
- Drawings & paintings **59,8%**



TOPICS (OUT OF 250 ARTWORKS)



SEVERAL PROJECTS RELIED ON A DIRECT IMPACT ON THE NEIGHBOURHOOD SUCH AS :



Clyde Climate bridge, a project by Gowanbank Primary

- The Green Manifesto of the Club of Nature, **St Teresa Primary**
- Resourceful solutions to reduce Clyde Pollution, **Gowanbank Primary**
- Clean Drain Campaign, a campaign to reduce Clyde pollution, **Sunnyside School of Conservation**
- Leaves for Life, a campaign to raise awareness around air pollution and to promote the use of bike, **St Paul Youth Forum**
- Springburn Green Man, a revegetation project to improve air quality in the city, **Springburn Academy**
- An air pollution solution, an initiative to improve air quality in a school, **Hollybrook Academy**



Springburn Green Man, a project by Springburn Academy

● FEBRUARY - MAY 2022

GLASGOW YOUNG PEOPLE SELECTED THEIR 12 FAVOURITE PROJECTS, WHICH WERE DEVELOPED IN WORKSHOPS

IN ORDER TO PROCEED TO A VOTE, THE YOUNG PEOPLE WERE OFFERED A LONGLIST OF 25 PROJECTS, PARTICULARLY MEANINGFUL REGARDING THEIR CONTRIBUTION TO THE LOCAL ENVIRONMENT.

The projects were divided in three categories :

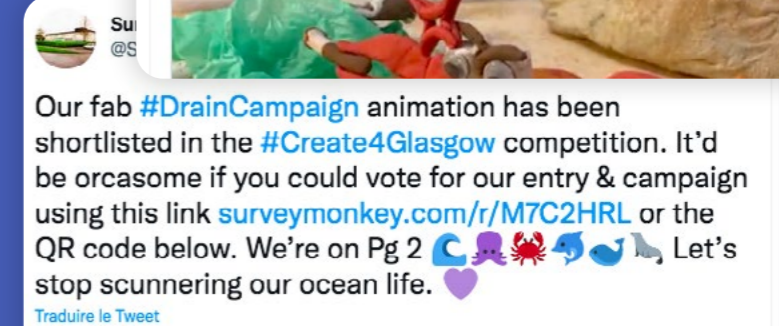
→ **Artists from all around the world** : individual projects

→ **Meet the class** : class projects

→ **Do it for your city** : projects with a deep impact on the neighbourhood

More than **550 young people** selected the **12 projects** for the final workshop stage. The runner-ups campaigned on social media to get their projects elected, showing great motivation.

The results were announced on **March 1st** on **C4G's website** and **Instagram page**.



12 PROJECTS TO TACKLE CLIMATE CHANGE IN GLASGOW : FROM THE FIRST SKETCHES TO THE FINAL REALISATION

12 PROJECTS HAVE BEEN SELECTED TO BE PURSUED DURING ONE OR TWO WORKSHOPS FROM MARCH TO JUNE.

- 01 CLEAN DRAIN CAMPAIGN BY SUNNYSIDE PRIMARY AND ARTIST-IN-RESIDENCE NEIL BROMWICH AND ZOE WALKER**
- 02 LEAVES FOR LIFE BY ST PAUL'S YOUTH FORUM AND ARTIST-IN-RESIDENCE NEIL BROMWICH AND ZOE WALKER**
- 03 CASTLEMILK FOOD PANTRY BY CASTLETON PRIMARY AND ARTIST-IN-RESIDENCE DEIRDRE NELSON**
- 04 ALMOST TO THE MOON BY THORNWOOD PRIMARY'S P6 AND ARTIST-IN-RESIDENCE IN THE MAKING**
- 05 AN AIR POLLUTION SOLUTION BY HOLLYBROOK ACADEMY'S S3A AND SB**
- 06 GREEN NEWS BROADCAST BY ST ANNE'S PRIMARY**
- 07 SENSORY ANTARCTIC PENGUINS BY LANGLANDS' PRIMARY**
- 08 THE TREESITTERS BY ST ALBERT'S P4**
- 09 A CHILDREN'S BOOK ABOUT CLIMATE CHANGE BY ST CONVAL'S P7**
- 10 CARRYING THE EARTH BY ST MUNGO ARTS AND DESIGN ACADEMY**
- 11 OUR EARTH IS BURNING AND DROWNING BY ST MUNGO ARTS AND DESIGN ACADEMY**
- 12 WILL YOU LET ME DIE BY SAMWISE**

THE PROJECTS WERE DEVELOPED IN A VARIETY OF WAYS :

→ Some selected projects were already led by an **artist-in-residence**, then the school and the artist continued to work together (Clean drain Campaign and Leaves for Life with Zoe Walker and Neil Bromwich ; Castlemilk Food Pantry with Deirdre Nelson ; Almost To The Moon, with Artist in the Making)

→ Some projects were led by schools and were **paired by artist-in-residence** in the neighbourhood to be pursued (The Treesitters and An air pollution solution, with Licketyspit ; Saint Anne's News broadcast, with John Binnie, Tina Freeland and Robin Mitchell ; Sensory Arctic Penguins, with Caitlin Main ; A Children's Book about climate change with Village Stories)

→ One of the selected projects, Would you let me die, was an artwork sent by an individual. Parkhead Schoolhouse used the drawing as an inspiration to take the project further.

AT THE END OF MAY, THE PROJECTS ARE AT VARIOUS STAGES OF DEVELOPMENT :

→ Three projects are already having a strong impact **on the neighbourhood** and will be taken further in order to make a concrete public policy change. These projects are now part of wider initiative and will even be taken to the City Council ;

→ Two projects will lead to the production of a lasting **artwork**, to raise awareness about climate change ;

→ For five projects, workshops have enabled the young people involved to deepen their knowledge of climate change and to build their creative and artistic skills and to keep educating young people through various artistic format.

→ Two projects have not been continued, as they were artworks sent by art students.

DISCOVER ALL 12 PROJETS



01

CLEAN DRAIN CAMPAIGN

BY SUNNYSIDE PRIMARY P7 AND ARTIST-IN-RESIDENCE
ZOE WALKER AND NEIL BROMWICH (NORTHEAST GLASGOW)

THE CLEAN DRAIN CAMPAIGN AIMS TO RAISE AWARENESS ON THE POLLUTION IN THE SEAS. IN CLASS, YOUNG PEOPLE LEARNT HOW WATER POLLUTION IS AFFECTING THE ANIMALS LIVING IN THE OCEANS AND THE SEAS.

They created a video, with modelling paste animals and cardboards settings, to denounce the presence of plastic in oceans. Young people tried to reach Boris Johnson in order to get his attention and wanted to organise a beach clean.

The project has been pursued during two workshops, on March 25th and XXX. Young people have been filming several episodes of a campaign, staging the animals and explaining how to fight plastic pollution. In each episode, Scunnered Seal, Bilin' Basking Shark, Crabbit Crab and the other animals explain the damages caused by rubbish and plastic pollution in their lives.

Walker&Bromwich also animated a workshop with P6 young people, taking patterns from nature and creating them into wallpapers and t-shirts. 64 young people in total attended both workshops.

Even though the workshops are over, the project is going further, all the way to the City Council! The artists will present the finished work to the World Oceans Day on 8th June at Glasgow City Council Chambers.

IN SUMMARY

→ Young people have been learning how to lead a campaign to raise awareness around a cause. By inventing characters, they created stories easy to share and to understand, in order to share their climate change messages. While learning about ocean pollution, they also showed creative skills, by using video, and making little sculptures. This campaign is now being taken further, and will enable the art activist to engage in a discussion with local policy-makers.



02

LEAVES FOR LIFE

CLEAN AIR CAMPAIGN BY SAINT PAUL'S YOUTH FORUM AND ARTIST-IN-RESIDENCE ZOE WALKER AND NEIL BROMWICH (NORTHEAST GLASGOW)

THE LEAVES FOR LIFE PROJECT AIMS TO RAISE AWARENESS ON AIR POLLUTION AROUND GLASGOW AND TO ENCOURAGE THE USE OF BIKES IN ORDER TO REDUCE AIR POLLUTION.

During the first workshop, young people made cartboards leaves to decorate their bikes for a parade. The goal of the parade was to get attention for local policy makers to impel them to take action against air pollution.

On 10th April, the artists and the youth group went on a cycle tour in the sunshine exploring the Hidden Molendinar Burn (small stream now mostly underground) all the way from North East Ward to Glasgow Green. On route they learnt about Air Pollution at M8 Junction 13, and Life expectancy changes, as they followed the Burn to the Necropolis and the history of Glasgow Green, how Public Parks became the 'the Lungs of the City' and how new cycle routes are the great public health works of our time. 14 young people participated in the tour.

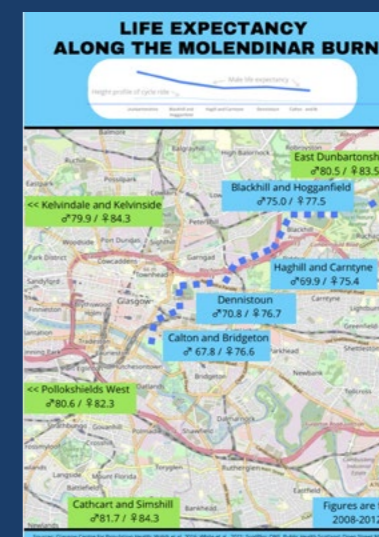
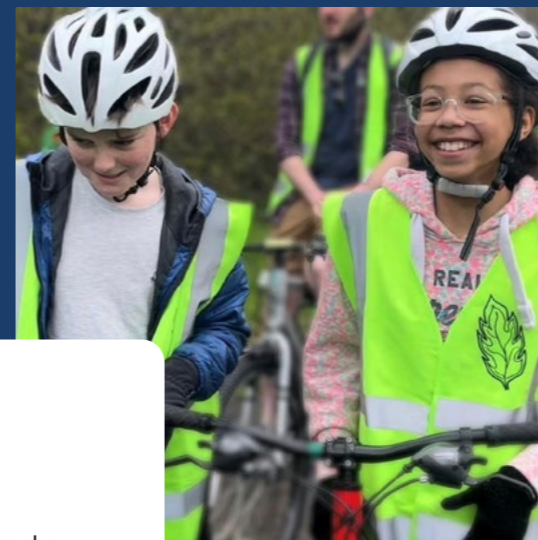
This project took place in the context of a wider initiative, On bikes, which is a community project using active travel to tackle inequality, poverty and lack of investment in the North East of Glasgow.

IN SUMMARY

→ This project is going further in order to make a real impact on the air quality of the North East of Glasgow. From an art project, young people have been learning about air pollution in their neighbourhood and about the lack of infrastructures. They are now part, with other organisations of a wider movement, to find concrete solutions in order to improve life in their neighbourhood.



The Clean Air Campaign is now taking another level, in order to come up with concrete solutions for the North East of Glasgow. Saint Paul Youth Forum's project has been awarded a grant to make it safer and easier for people to walk, cycle and wheel on the North East of Glasgow. All the information can be found on <https://www.flourishingmolendinar.com/>



CASTLEMILK FOOD PANTRY

CASTLETON PRIMARY P6 AND ARTIST-IN-RESIDENCE
DEIRDRE NELSON (LINN WARD)

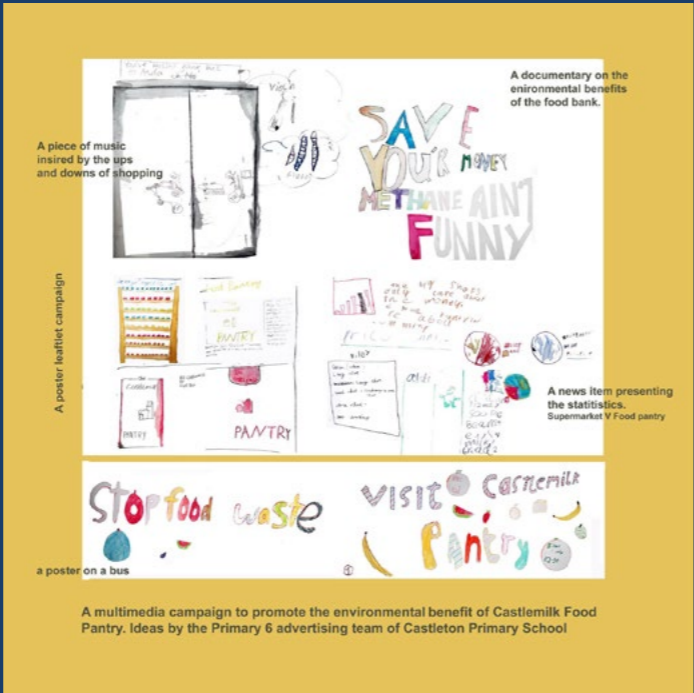
CASTLEMILK FOOD PANTRY IS A PROJECT AIMING TO RAISE AWARENESS ABOUT FOOD WASTE AND TO TACKLE SOCIAL INEQUALITY WHEN IT COMES TO ACCESSING FOOD.

The project submitted for Create4Glasgow is part of a wider mobilisation of the school and the community around the food pantry in a disadvantaged neighbourhood. Young people have been working with Deirdre Nelson for a year and **Create4Glasgow opened up a new creative opportunity to extend the project.**

The project relies on a **media campaign to promote the use of the food pantry** and to demystify the social stereotypes around it. Young people constituted several teams based on their skills and affinities, to set up a multimedia campaign :

- **Researchers** - A team who investigated the issue and produced information, stats and data that informed the other creative teams.
- **Marketing** - A team who took information from the researchers and turned it into snappy slogans, ads and artwork. The department came up with «Save Your Money, Methane Ain't Funny» and the idea of putting their poster design that promoted the pantry in the local 75 bus.
- **Art Department** - The team were responsible for creating posters and backdrops for the film team to use on their green screen sequences.

- **Music** - The music team took the slogan created by the marketing team and composed a protest song that would also be used in the final film project.
- **Film Production** - The film team developed a script and storyboard and brought all of the individual art elements together into the final film product.



During the second workshop, young people expanded the campaign :

- The research team prepared a **satirical weather report** to be filmed on a green screen.
- The marketing and comms team put the finishing touches to a **letter that was being sent to the bus company** and another member of the team **spent some of the session on the phone trying to speak to a decision maker at First Bus**, while another member of the team created a **mock image of how the ad would appear on the side of the bus**
- Meanwhile, the music department spent the session composing a **soundtrack** that used the phrase “Save Your Money, Methane Ain’t Funny” on the GarageBand app on their iPads. The music created will be used as the soundtrack on the final film.
- The art department created several works to be used by the teams. They created a **greenscreen backdrop for the weather report** that was being produced by the research team. They created graphics for the marketing team and other elements for the filmmaking team.

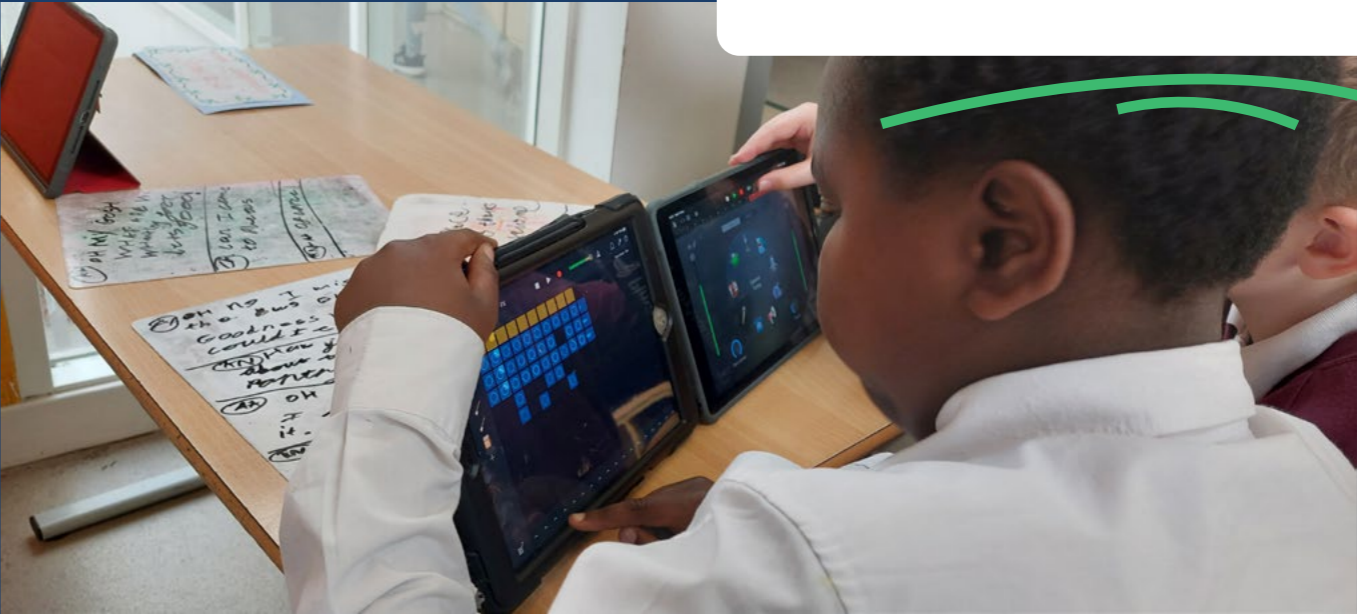
- **The filmmaking team** finalised their storyboard and script and began planning their shoot which is scheduled for June.

At the end of the workshop, all of the works created that day were presented to the class by each team. The soundtrack was given its first airing, the bus ad was shown on the smartboard and the brilliant letter was read out by its author.



IN SUMMARY

→ The work is ongoing until the end of the summer. The film is being realised and discussions have been opened to put the ad on Bus 75, in order to reach more community members and promote the use of the food pantry.



04

ALMOST TO THE MOON

THORNWOOD PRIMARY P6 AND ARTIST-IN-RESIDENCE
IN THE MAKING (VICTORIA PARK)

ALMOST TO THE MOON AIMS TO RAISE AWARENESS ABOUT CLOTHING WASTE. AS EACH YEAR, EACH PERSON IN THE UNITED KINGDOM THROWS AWAY AN AVERAGE OF 9 ITEMS OF CLOTHING, A WASHING LIKE OF THESE CLOTHES WOULD REACH ALMOST TO THE MOON!

Thornwood P6 young people with artist-in-residence In the Making launched the Almost to the Moon campaign to spread the word and invite people to change the way they buy clothes. They set up an Instagram page and imagined a poster that could be displayed on buses, billboards...

In the first workshop, children learnt about how to design impactful outdoor advertising by mocking up images of buses, billboards and other advertising spaces using black cards that they cut into the relevant shape and design with their climate change messages.

The workshop concluded with the young people learning to sew a white button, which symbolised the moon, onto a little denim keyring made from factory surplus as a personal memento of their participation in the Almost to the Moon project. The lesson taught the children a valuable domestic skill relevant to the subject matter - mending, recycling and repairing clothes - and this was linked back up to the overall message about actions the children can take to combat climate change.

IN SUMMARY

→ The expectations for this project have been narrowed, in order to keep it realistic. The second workshop focused more on sharing knowledge with the children than to try and put the campaign ad on buses and billboards in order to have a more concrete impact on young people's education.



05

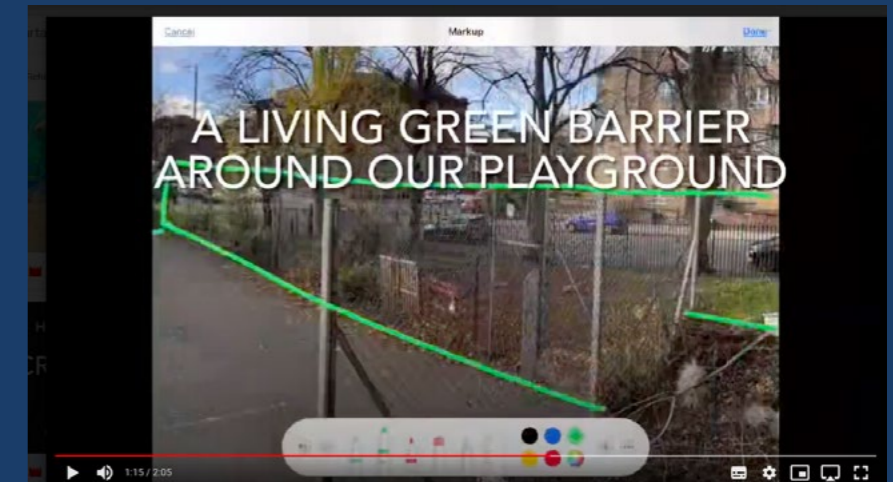
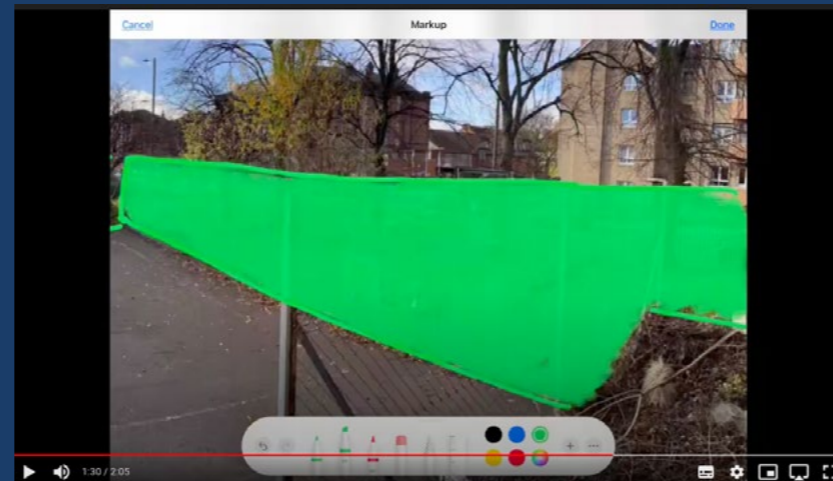
AN AIR POLLUTION SOLUTION

HOLLYBROOK ACADEMY 3A AND 3B (GOVANHILL)

HOLLYBROOK ACADEMY'S PLAYGROUND FACES CALDER STREET, A BUSY STREET. STUDENTS MEASURED THE TRAFFIC ON THIS STREET IN ORDER TO ASSESS AIR POLLUTION.

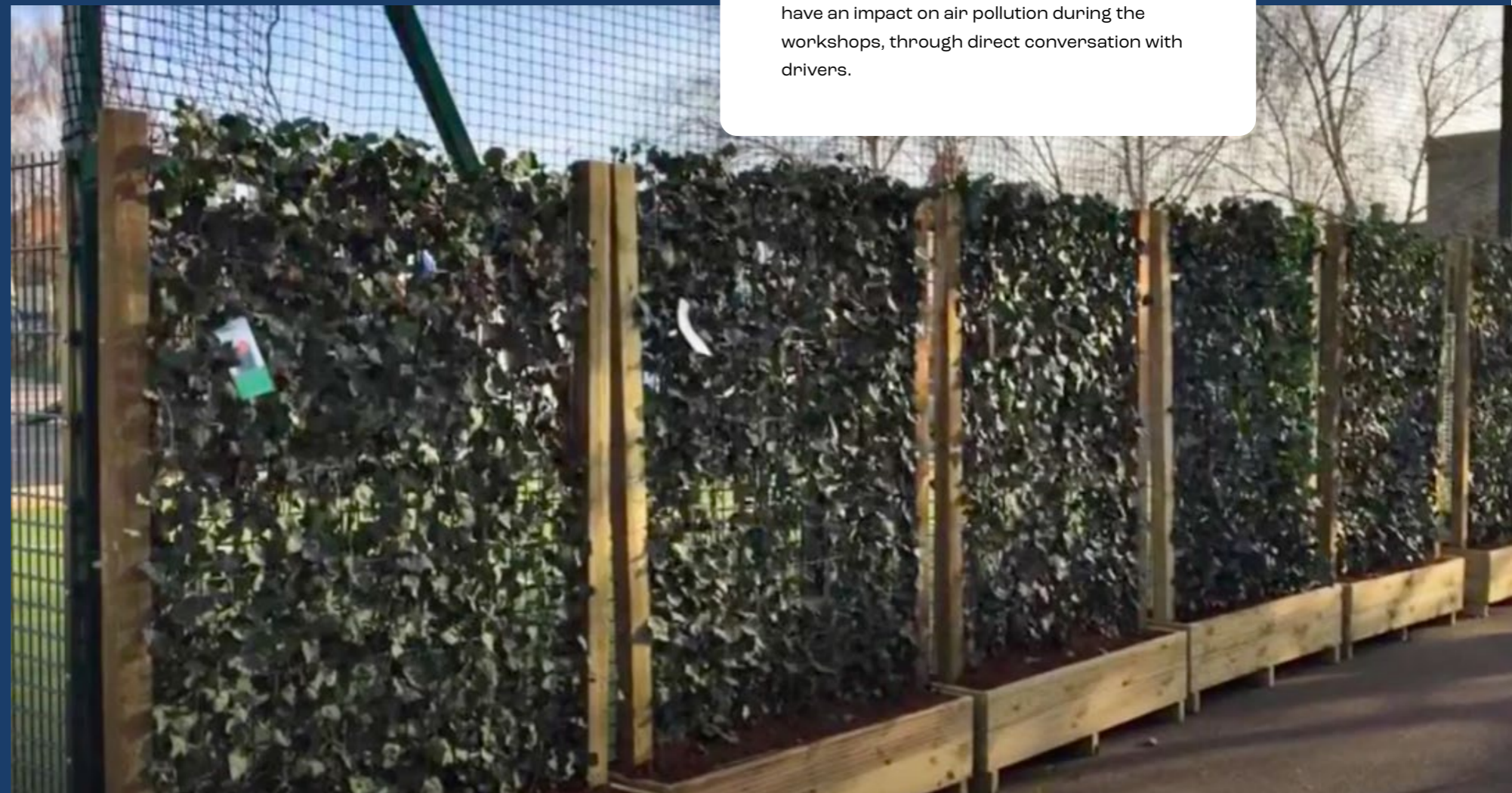
They conducted **traffic surveys** at different times of the day and estimated that on average, 96 cars pass by this street in 10 minutes, which makes it 576 cars per hour and 3456 per school day! They imagined a living green barrier around their playground, in order to reduce air pollution by 60%.

This project was selected after a first phase which happened without the help of an artist-in-residence. After being selected, **it was paired with an artist-in-residence, Licketyspit, to be continued.** During the second workshop young people experimented with direct and concrete action : they found a driver nearby who enjoyed driving really fast near the school and explored with him alternative options to reduce the use of his car. According to the artist "The children suggested we turn his car electric, and helped him to do so. He then took us for a drive on an electric bus which we enjoyed, especially because it was so quiet. Another child suggested he walk to his friend's instead and we accompanied him, realising how much fun it is to travel by foot as a group."



IN SUMMARY

→ The green wall will not be created but young people have been exploring other ways to have an impact on air pollution during the workshops, through direct conversation with drivers.



06

SAINT ANNE'S NEWS BROADCAST

SAINT ANNE PRIMARY WITH ARTIST-IN-RESIDENCE
JOHN BINNIE, TINA FREELAND, ROBIN MITCHELL (CALTON)

THE YOUNG PEOPLE CREATED A NEWS BROADCAST, INTRODUCING A SONG THEY MADE TO RAISE AWARENESS ABOUT CLIMATE CHANGE.

They shared their concerns regarding climate change. In the video, young people directly called world leaders to take action. They also shared their solutions!

In the second workshop, the artists ran a drama and music workshop in the playground of St Anne's Primary School with young people from P6. They interviewed a number of young people on camera about their climate change concerns and the importance of the arts in furthering the discussions around the subject.



In the third workshop, young people from St Anne's Primary met up with young people from nearby Riverbank Primary for the first time. They worked together outdoors in the wide walkway that leads from Riverbank Primary to the relatively new Glasgow park/recreation area that is Cuningar Loop on the River Clyde. The children played fun introduction games to get to know the pupils from the other school. They got to see the finished photographs for the first time and had fun looking at all the placards set out along the boundary fence of the school playing field. They spoke with passersby who looked at the photos and discussed climate change and the project. One third of the children made up the Parade Band and, led by Tina, they assembled at the footbridge and began to process over to Cuningar Loop. The remaining children, led by John, became a group of climate change protesters and marched behind the band with photos on placards chanting "Cuningar Loop - Climate Change."



07

SENSORY ARCTIC PENGUINS

LANGLANDS PRIMARY

THE FIRST PART OF THE PROJECT CONSISTED IN CREATING AN ARTWORK TO RAISE AWARENESS ABOUT CLIMATE CHANGE, TAKING INTO ACCOUNT THE MATTER OF ACCESSIBILITY, AS LANGLANDS PRIMARY IS A SCHOOL FOR YOUNG PEOPLE WITH SPECIAL NEEDS.

They created a sensory artwork that can be seen and felt, staging Arctic Penguins threatened by global warming.

For the second and third workshop, **Caitlin Main, from the Pollock artist-in-residence team** has been paired with the project. The workshops are still going on.



08

THE TREESITTERS

SAINT ALBERT'S PRIMARY

DURING THE FIRST PHASE OF THE PROJECT, YOUNG PEOPLE FROM ST ALBERT'S P4 AND P7 LEARNT ABOUT PEACEFUL PROTEST, BY SURROUNDING A TREE IN ORDER TO PROTECT IT.

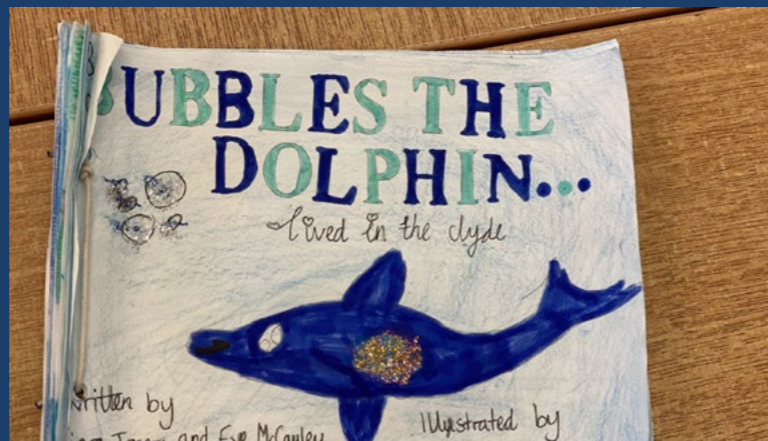
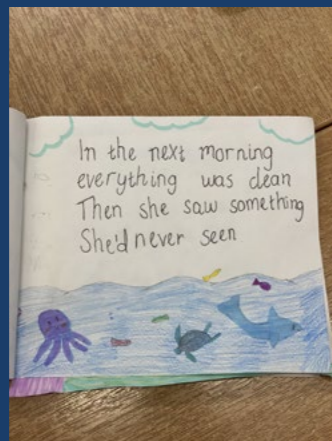
For the second workshop, led by Lickertyspit, young people in the east of the city went into a Magic Ball adventure. They landed in a park full of trees and came upon a huge tree. They talked about how they could protect it and one of the children suggested planting flowers next to it. Young people then went litter picking around the park.



09

A CHILDREN BOOK ABOUT CLIMATE CHANGE

SAINT CONVAL'S P7



THE PROJECT AIMS TO SHARE KNOWLEDGE AND RAISE AWARENESS AROUND WATER POLLUTION AND DEFORESTATION BY USING A CREATIVE WAY, THE MAKING OF A BOOK FOR CHILDREN.

During the first phase, young people invented three stories, which they wrote and illustrated. Issy the octopus, Freddy the fish, Bubble the dolphin, Patty the starfish and the Lonely tree became advocates to educate and rally children around the cause of climate change.

After being selected, **the students have been paired with artist-in-residence collective Village Stories, who is helping them to achieve the book.**



10 & 11

TWO ARTWORKS FROM SAINT MUNGO'S SCHOOL OF ART

ART STUDENTS FROM GLASGOW ALSO GOT INVOLVED AND SENT THEIR CONTRIBUTIONS!

Two contributions by students from St Mungo School of Art were selected by Glasgow young people, **but the projects were not pursued.**



12

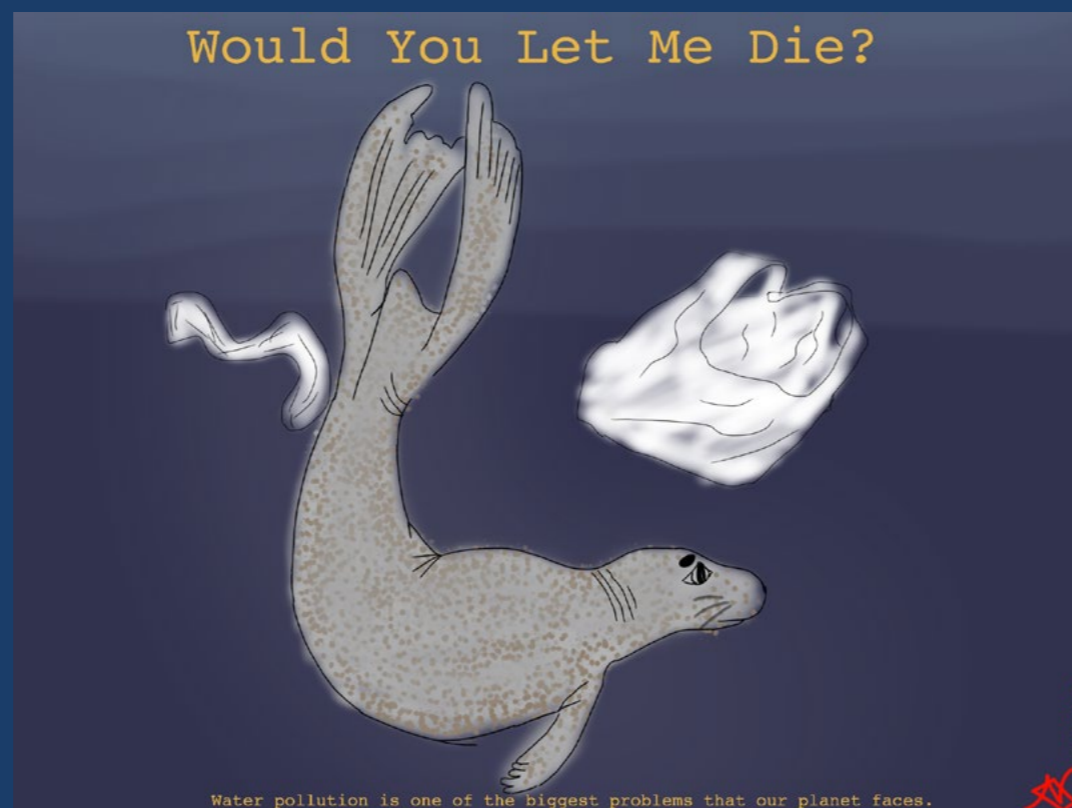
WOULD YOU LET ME DIE ?

BY SAMWISE

THIS ARTWORK WAS THE FIRST CONTRIBUTION TO CREATE4GLASGOW AND CAME FROM A SPONTANEOUS YOUNG PERSON. IT WAS A CALL TO ACTION IN ORDER TO RAISE AWARENESS ABOUT WATER POLLUTION.

As this project was neither led by a school nor by an artist-in-residence, it has been suggested that a school pursue the work. **Parkhead Schoolhouse volunteered to use the original drawing as an inspiration in order to create a new artwork.** Two workshops were held in the school on 21st of March and 1st of May. Inspired by the original artwork Will you let me die by Samwise, young people from Parkhead Youth Project created poster boards to raise awareness for and stop litter polluting the Clyde. 25 connections were made across the two workshops with young people aged 10 to 18. 15 young people attended the first workshop and 10 attended the second. 18 different young people engaged with the two workshops.

In the first workshop the group watched the video that was created in January as the Create4Glasgow entry. A prevailing theme from the video was the litter was hurting animals, specifically turtles. **The young people brainstormed poster ideas and slogans on A4 paper before beginning to paint their poster boards.** The brief image and Scottish Water's 'Bin the wipes' campaign posters were displayed to help give inspiration. Whilst they waited for coats of paint to dry, they painted rocks with anti-litter slogans. The young people expressed that there is always litter on the streets and in the Clyde and that they wanted this to stop.



In the second of the two workshops the young people continued to create their designs using durable outdoor paint and animal stencils. Whilst they waited for the paint to dry, they responded to two questions through words and images: 'Is looking after the environment important to you?', and 'How do you look after the environment?' The young people felt strongly about looking after the environment and taking care of our planet, especially to ensure that animals are not harmed. (See image below) The young people finished their poster boards and sealed them with a clear sealant.

After the two workshops the poster boards were installed along the area of the Clyde walkway that passes through Parkhead and Dalmarnock.

These workshops were led by **Ashleigh Shula** as one of the **Artists in Residence** for the Shettleston ward.



ASSESSING THE IMPACT OF CREATE4GLASGOW : A CASE STUDY, OPENING NEW PERSPECTIVES

**ONE PROJECT, FIVE LIVES :
HOW THE CASTLEMILK FOOD
PANTRY PROJECT IS CHANGING
THE FUTURE OF CASTLETON
COMMUNITIES**

P.00

**A CASE STUDY FOR FUTURE SOCIAL
IMPACT PROJECTS**

P.00

**CONCLUSIONS FROM THE SOCIAL
IMPACT PRODUCER**

P.00

AS CREATE4GLASGOW IS COMING TO AN END, SABIR TEAMED UP WITH TWO SOCIAL IMPACT PRODUCERS FROM GLASGOW BASED COSMIC CAT AND THE UK DOC SOCIETY, WORKING WITH THE UNIVERSITY OF ARTS OF LONDON.

Specialised in the study of social impact-led creative projects, the social impact producers assessed the impact of the final phase of the project on young people' knowledge of climate change and the communities' everyday life. As the last step of the Create4Glasgow journey, the final Create4Glasgow workshops provided the opportunity for the 12 selected proposals to move from digital submissions to realised artworks. In addition to progressing the proposals into concrete form, the aim of the workshops was to "continue to raise awareness of local climate issues and use the creativity of young people to seek long lasting solutions." The two projects chosen for assessment were **Castlemilk Food Pantry** led by Castleton Primary and artist-in-residence Deirdre Nelson and **Almost to the Moon** led by Thornwood Primary and artist-in-residence In the Making artist collective.

This second part of the report is based on the case study of the Castlemilk Food Pantry, **as an example of an social impact-led project**. The social impact producers also studied a workshop at Thornwood Primary, but as the project is less developed, this case study focuses on the Castlemilk Food Pantry project.

The inputs of the social impact producer added a next dimension to the project. **They used their social impact knowledge and fresh perspective to deliver useful feedback and recommendations**. Furthermore, the observation of the workshop and of the overall conduct of the project **led them to produce a social impact toolkit for schools**, which will be distributed to Glasgow teachers in order to help them to conduct impact based projects, in partnership with Glasgow City Council.

The social producers visited two workshops on May 11th and May 17th and conducted a series of interviews of key stakeholders of the workshops and partners from Glasgow Life and Glasgow Education.

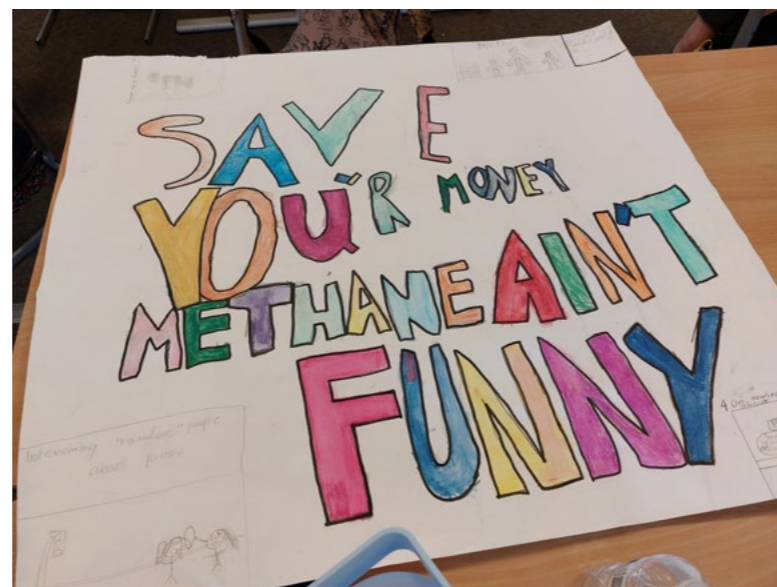
ONE PROJECT, FIVE LIVES : HOW THE CASTLEMILK FOOD PANTRY PROJECT IS CHANGING THE FUTURE OF CASTLETON COMMUNITIES

THE CASTLEMILK FOOD PANTRY PROJECT HAS BEEN LED BY ARTIST-IN-RESIDENCE DEIRDRE NELSON AND CASTLETON PRIMARY.

The first thing to acknowledge is that Create4Glasgow **has given a new direction for an existing project the school had been running for a year**, which has been greeted by both the artist and the teacher. For the past year, young people from P6 with their teacher and the artist-in-residence have been leading the campaign It's Just Not Fair, **which aims to address the lack of a supermarket in Castlemilk and the environmental and public health implication of a heavily populated community** (14.000 people are living in the area) having no local, affordable, access to groceries. The resultant, award winning, impact video was a viral success online, generated publicity on major national broadcasters and news platforms and was recognised in a motion at the UK. Parliament.

Therefore, inhabitants decided to take the matter in their own hands and to unite and find their own solution, with the Food Pantry. Create4Glasgow provided an opportunity for the young people, the teacher and the artist-in-residence to take the project to the next level. According to the artist, the Create4Glasgow call opened up a new creative opportunity to the project, to extend the scope of the

project to include the impact of the food industry and in particular food waste, on the environment. **The work is still ongoing till the end of the summer term by which time the campaign outputs will be completed.**



The P6 class at Castleton Primary School have been working with their teacher, Miss Kerr and the artist-in-residence, Deirdre Nelson, on a cross arts project called Castlemilk Food Pantry, which aims to promote the use of the food pantry. The food pantry is located in a distressed neighbourhood, where the nearest supermarket is at a one-hour walking distance. The Pantry gives members, who sign up for £1 a year, access to around £15 worth of goods for a flat rate of just £2.50 per shop. The stock in the pantry comes from supermarket surplus that would otherwise be wasted. The use of the pantry is associated with a stigma, and then, most inhabitants of the ward do not feel at ease to use it. **The children set up a media campaign to promote the use of the pantry divided in several teams :**

- **The researchers** who informed the creative teams ;
- **A Marketing and Communications team** which came up with the slogan « Methane ain't funny » and the idea to put up the add on the 75 buses ;
- **The Art Department**, who created posters and backdrops for the Film team ;
- **The Music Department** who used Garageband to create a song based on the slogan « Save your Money, Methane ain't funny » ;
- **The Film Team**, who are delivering the final campaign film.

While assisting to the workshop, the social producer Ged Fitzsimmons had the opportunity to witness all those teams moving forward with their project (cf part 1). The project is still going on : the pupils are finishing the campaign film and negotiating to put the ad on the 75 line bus.





JEN KERR, P6 TEACHER

Art can express things in different ways. Film has been a massive impact on how I can share messages about climate because for the last project social media helped us get network broadcasted involved in what the kids were trying to say and we hope that it will be the same for the current project... Anything that I do is about giving the kids a voice. The postcode in which they are born can often determine whether they have that voice or not, which is really sad. So, I just wanted them to know that if they stand up for something, sometimes it works.

DO YOU FEEL BETTER EQUIPPED TO CONDUCT PARTICIPATORY ARTS PROJECTS IN THE FUTURE?

Yes. It is something that I thought would need more structure. But actually, the children structured it and that is exactly where we are as a school in terms of being more child led and skills and interest based. So I would use this again as it facilitated exactly what we are trying to do as a school.

The fact that they are getting the choice to focus on issues that take their interest, they have ownership over their work and therefore take more responsibility for it.

HOW CAN ART HELP THE TEACHER SHARE KEY MESSAGES ABOUT CLIMATE CHANGE?

It's an expression of what the kids are thinking and feeling. It's a more open way of communicating. Art can express things in different ways. Film has had a massive impact on how I can share messages about climate because for the last project social media helped us get network broadcasted involved in what the kids were trying to say and we hope that it will be the same for the current project.



ARIEL, 10 YEARS OLD, PUPIL

IS CLIMATE CHANGE A FRIEND, SOMETHING TO BE FOUGHT, A CHALLENGE?

I'd say that it is something that is very bad for the world that can put a lot of lives at risk, so it maybe should be seen as an enemy or something like that. I don't know, maybe we would fight against it? I feel like its a challenge for us because we can fight against it to make changes like wind turbines and solar power ☀️.

DO YOU HAVE OTHER IDEAS FOR A NEW ARTWORK OR A NEW ACTION INSPIRED BY THIS TOPIC?

I like graffiti. I don't think there are many climate messages in the Graffiti in Glasgow, so I would like to do artwork that is about climate change once I am better at it.

WHAT IS YOUR FAVOURITE MEMORY OF THE MAKING OF THE PROJECT ?

Helping people, but also trying to get our advert onto the 75 bus 🚌.

CASTLEMILK FOOD PANTRY IN ACTION!



CASSIDY, 10 YEARS OLD, PUPIL

IS CLIMATE CHANGE A FRIEND, SOMETHING TO BE FOUGHT, A CHALLENGE?

I think it's a challenge, because it is something that we can overcome, but we just all have to work together to make it happen.

WOULD YOU LIKE TO GET INVOLVED MORE IN ORDER TO MAKE YOUR CITY GREENER? HOW?

Definitely. I would make everyone aware of what's happening because if we don't do something the world is going to crumble into a wee ball. I would put up posters and make videos and upload the videos online and do everything I can to get the message across. I can see myself becoming a climate activist.

DO YOU HAVE OTHER IDEAS FOR A NEW ARTWORK OR A NEW ACTION INSPIRED BY THIS TOPIC?

Well, yeah. For example you could write a book and publish it? I would make a short film or write something that doesn't seem like it's not about climate change but by the end you realise it is.



DEIRDRE NELSON, THE ARTIST IN RESIDENCE

I think in some ways I have been very lucky with this class as I think they already were activists. They showed me previous projects and the way the teacher works with them and it is clear they are.

This project has huge potential to become a bigger, wider campaign to draw focus upon Castlemilk as a neighbourhood that demonstrates the coming together of both economic and environmental difficulties. The Castlemilk Food Pantry project is the second instalment of this story, where the community is taking matters into its own hands and attempting to solve multiple problems at once with the food pantry.

The kids are very aware of the rise in cost of food and fuel and they are anxious about it. So these kids have a huge part to play in how the story ends here.

The point is that the story is not finished until the people say it is finished...

WHAT ADDED CAPACITY AND BENEFIT DID C4G BRING TO YOUR WORK WITH THE CHILDREN?

Capacity and benefit were added through extra artist time and materials budget, being part of a wider project, exposure of their work to other schools and participants. The teacher and school already are dealing with issues in an exciting and innovative way.

DID YOU CREATE A PIECE OF WORK SPECIFICALLY TO RESPOND TO THE CALL?

I tailored a workshop specifically for the call but it related strongly to my theme on the residency which was food themed. I contacted Previous contacts to discuss possible groups to work with and relevant current issues. Bloomberg explored the three themes chosen by Glasgow young people but these were not relevant to my residency community in the same way as food themes.

DO YOU THINK SOME KIDS HAVE BECOME ART-ACTIVISTS? WHAT IS THE EVIDENCE OF THIS?

I think they have. I think the very nature of their idea of them putting their own art on the bus, not to sell something but to highlight an issue is exactly art-activism. I think they have been. I think in some ways I have been very lucky with this class as I think they already were activists. They showed me previous projects and the way the teacher works with them and it is clear they already are. So maybe they could benefit from additional art input so that they get really good results from their art activism.

HOW CAN ART HELP TO SHARE KEY MESSAGES ABOUT CLIMATE CHANGE?

It depends on what type of art and how accessible it is. There are a lot of projects around climate change that are about the artist and art for arts sake. I think if you can involve people as much as possible and make it as accessible as possible there is more chance of real, tangible impact. There is a lot of very highbrow science-arts collaborations that just don't really reach people, or the message doesn't really reach people, so I think the more projects that you have like this that are on the ground with artists working alongside communities the more likely the project will be to have some true impact. You need to engage with people from the start or it's just not as relevant to them.





**DONNA - 41 - SUPPORT FOR LEARNING
WORKER - PARENT**

**HAS YOUR CHILD BEEN SPEAKING MORE ABOUT
CLIMATE CHANGE AT HOME, RECENTLY?**

Definitely, before the project started, Alfie wouldn't have had a clue about climate change, and probably to an extent, I didn't have much of an idea myself about what was going on. But he does get excited about certain elements of the topic.

Before the project, there was no interest from me in climate change. I didn't really have an opinion on it at all. But since the school has been doing the project, it really makes me think to be more considerate about what is going on in the world.

**HAS YOUR CHILD BROUGHT HOME NEW ENVIRONMENT-FRIENDLY
IDEAS, OR SUGGESTED MAKING CHANGES AT HOME?**

He really makes us recycle litter and gets on our back about it. He has only done this since the start of the project. I think he has been aware of the different bins but is now very vigilant.

**DID YOU LEARN ANYTHING FROM YOUR CHILD ABOUT
CLIMATE CHANGE?**

I still don't know as much as the kids and I am still learning through Alfie, but I definitely know that is important and it is nothing to be taken lightly. I think it is going to be difficult because I think a lot of parents will be like me. They know it's a problem but don't really know much more than that. So it is about getting the information out to people because I am interested in it because my kids are involved in it. They educate me.



DYLAN, 10 YEARS OLD, PUPIL

**WERE YOU AWARE OF THE PROBLEMS
CAUSED BY CLIMATE CHANGE BEFORE?**

I started this project a year ago and I didnt know that much. I knew about the melting ice caps but not much more than that. I knew a little about plastic in the ocean and how the plastic was making the fish starve because they thought the plastic was food. But I didnt know that much.

**WOULD YOU LIKE TO GET INVOLVED MORE IN ORDER
TO MAKE YOUR CITY GREENER? HOW?**

I like doing this climate project but I wouldn't say I am a climate activist. However, the work I am doing in class is probably climate activism. I think a few people in the class could become climate activists, but not me. I probably wouldn't shout, I would just send a letter and that might not be very persuasive. It could be but I just dont think I would make a good activist.

**DO YOU HAVE OTHER IDEAS FOR A NEW ARTWORK OR A NEW
ACTION INSPIRED BY THIS TOPIC?**

Maybe we can get the thing we are making onto an actual network like the BBC or something? But you could make a BBC show about this. We could ask them to show our film, and if they say no, we get a petition and get people to sign it and send the BBC the petition.



**THE COMMUNITY LEADER, FIONA - COMMUNITY INVESTMENT
MANAGER - CASTLEMILK FOOD PANTRY**

**TO WHAT EXTENT DO YOU THINK THAT A PARTICIPATORY
ART PROJECT CAN ENGAGE THE COMMUNITY?**

It will engage with the local community and the wider area 100%. The fact that young children are involved in its making will have a greater impact.

**HOW DOES THE LOCAL COMMUNITY GET INVOLVED
TO TACKLE CLIMATE CHANGE AT ITS SCALE?**

There are various community projects in the area that are involved in building knowledge and understanding with local residents in this subject i.e. we deliver up-cycling sewing and woodwork classes.

**WOULD YOU LIKE TO SEE AN ART PROJECT IN YOUR
NEIGHBOURHOOD?**

Yes – it would be good to see a project that comes directly from local residents that demonstrates their strong community spirit and their desire to be treated equally and with respect they deserve. This would assist the work we deliver which aims to build personal capacity and resilience necessary to shift feelings of apathy and feelings of hopelessness around the lack of ability to bring about positive change for themselves and their community.

A CASE STUDY FOR FUTURE SOCIAL IMPACT PROJECTS

1. ASSESSING THE IMPACT OF THE WORKSHOP

OVERALL IMPRESSION

The workshop provided an **excellent forum for a lively discussion around how each art form can help raise awareness of the local climate issue in a unique and engaging way**. In speaking with the children, it was evident that they already had a strong understanding of the local climate issues in advance of the Create4Glasgow initiative. However, it is also clear that **this knowledge was expanded due to the workshops**, particularly around the issue of food production and food waste. The children specifically learned about the dangers of methane as a greenhouse gas and were able to conceive of creative ways to help reduce it i.e. reducing waste through the promotion of using surplus at the food pantry.

However, it is difficult to attribute the totality of this learning outcome specifically to the Create4Glasgow programme, as the pupils were already well versed on the issue due to the substantial levels of lessons on climate change in the lead up to COP26.

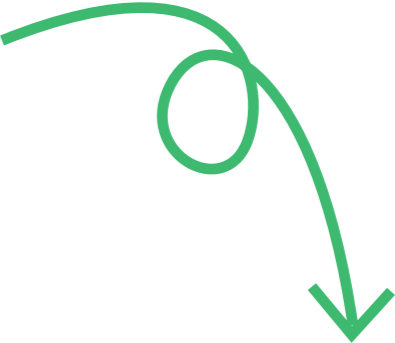
The workshop demonstrated a highly effective and impactful way to harness children's creativity to engage with a local community led initiative. The children, through the excellent leadership of their teacher and artist-in-residence, have learned how to



work as part of a team **delivering an impact campaign with community at its heart**. The group has a clear and engaged understanding of the local social issue surrounding the foodbank and crucially how it connects with the global climate issue. They are supported to draw on their creativity according to their strengths and interests to create impact with their artworks.

SOCIAL IMPACT IS A TEAM ACTIVITY

The teacher, Jenn Kerr, **has a child-centred approach to teaching and learning and found it easy to get the children engaged with the project**. “You just go on the interest that they first exhibited. They organised themselves into groups based on their interests and their skills pretty much on their own.”



“EACH WORK HAS ITS OWN INDIVIDUAL VALUE, BUT COLLECTIVELY IT ALL COMBINES INTO ONE FINAL PRODUCT”. THE INTERACTION BETWEEN THE TEAMS, THAT WAS EVIDENT DURING THE WORKSHOP VISIT, DEMONSTRATED HOW EFFECTIVELY THIS APPROACH WORKED IN PRACTICE. THE CHILDREN ALL HAD A CLEAR SENSE OF OWNERSHIP OF THE PROCESS AND WERE TO A VERY LARGE EXTENT SELF-REGULATING. THIS SUITED DEIRDRE’S APPROACH TO WORKING WITH CHILDREN BY “BEING QUITE IMPROVISATIONAL AND INTUITIVE, FINDING OUT WHAT IS NEEDED AND ALLOWING THAT TO DIRECT THE PROJECT”. SHE THEN DRAWS ON HER SKILLS AND CREATIVITY AIMING TO “ADAPT WHAT WE HAD DONE IN PREVIOUS SESSIONS TO MAKE THEIR WORK MORE FOCUSED AND IMPACTFUL”

DEVELOPING SOCIAL IMPACT GOALS

The fluidity of the approach is reflected in the course that their project took. Below is an analysis of how the Castlemilk impact campaign developed as an integral part of the artistic process. The film will be the main artistic output, but this organic way of working allows for intermediate or stepping stone goals and associated artwork to arise, enrich the project as it develops and shape the final artwork. Insights gained in research influenced the course of the campaign. This framework was not used as a pre-existing project development tool, but has rather been retro-fitted here for the purposes of this report. It was clear that the teacher's clarity of purpose, the authenticity and depth of engagement with the issue, and her commitment to giving young people a voice, provide the conditions for deeply impactful work to be created. This table is designed to share a process that developed organically with others as an example of best practice.



→ PRIMARY ISSUES ADDRESSED	→ MAIN IMPACT GOAL - INITIAL	→ MAIN IMPACT ACTIVITY
Rising food poverty in the area; inequity of access to affordable food as there is no supermarket in the area; , community taking the issue into their own hands	To raise awareness of the pantry within the Castlemilk postcode as an accessible, cost effective short term solution to a long-term problem.	To make a film that carries a clear message about the value of the food pantry - to distribute it widely to the local community, to media and policy makers.
→ NEW INFORMATION	→ STEPPING STONE GOAL	→ STEPPING STONE ACTIVITY
One of the early findings of the project was that the children thought that the pantry was only for homeless people and were surprised to learn that it is a service available to anyone within the postcode.	To de-stigmatise the use of the food pantry	To promote the pantry to the whole community through advertising on the side of the bus
Learning about climate change they discovered that there is a direct link between food production / waste and climate change and that both cause dangerous levels of methane. They discovered that methane is a far more dangerous gas than the other greenhouse gases.	To raise awareness of how food production and waste produce high levels of greenhouse gas	Marketing team came up with a slogan “Save Your Money, Methane Ain’t Funny” which the music team put to music, to be used in the film and the art team made into a poster.
→ NEW INFORMATION EXPANDS UNDERSTANDING OF THE PRIMARY ISSUE	→ MAIN IMPACT GOAL DEVELOPED:	→ MAIN IMPACT ACTIVITY - EXTENACTIVITY
They concluded that th e food pantry prevents food waste and therefore not only provides a short term solution to food inequity, but also has a positive impact on reducing the carbon footprint of the food industry	To raise awareness of the pantry within the Castlemilk postcode as an accessible, cost effective and environmentally friendly short term solution to a long-term problem.	To make a film that carries a clear message about the value of the food pantry and it's positive impact on the carbon footprint of the food industry - to distribute it widely to the local community, to media and policy makers.

CHILD-CENTRED CREATIVE STRATEGY

The pupils interviewed showed that they were **conversant with the need to engage with a wide range of actors and agencies to help them achieve the desired impact.** Within the three short interviews quoted above, we heard about the role of politicians, general public, celebrities, business, city council, mainstream media and advertising in their project design. The project also demonstrated a well-developed awareness that diverse creative strategies are needed to connect with different audiences. Deirdre describes the approach to thinking strategically with the children as “sparking their ideas”. It didn’t come from setting particular tasks or goals in advance, but “was all about letting them be free with how they approached this” Through sharing their ideas and discoveries during the development phase, they were able to see ideas emerging from one ‘department’ and inspiring a response in another. “They were making the link between the development of an artistic breakthrough with how that breakthrough now made it possible for them to be seen or heard by an even greater audience ... when one creative idea sparked, a strategic idea would also spark.” This is a really insightful way to articulate the nature art-activism and the synthesis between a creative idea and a new engagement opportunity. And by using the word spark to describe the dynamic, Deirdre gives a clear sense of the energy generated in the process which clearly inspired the children. It is also the energy that transmits enthusiasm and engagement to their immediate family and the local community.

IMPACTING FAMILY AND THE LOCAL COMMUNITY

The enthusiasm for finding solutions to the climate challenges that developed during this project made its way home, as we discovered from the interview with the mother of Alfie who has become very vigilant about recycling waste at home. Fiona, the community leader who runs the Pantry, is fully aware of the power of a participatory arts project “ it will engage with the local community and the wider area 100%. The fact that young children are involved in its making will have a greater impact.” She saw a clear shared purpose between her work in community activism and participatory art projects both aiming to “build personal capacity and resilience necessary to shift feelings of apathy and hopelessness around the lack of ability to bring positive change for themselves and their community.”

IMPACTING WIDER SOCIETY

At this stage it is hard to assess the **impact of the project on the wider community in Glasgow as the work is still in progress. The film has not been completed yet, and at the time of writing, it is not certain if the 75 Bus will support the poster campaign.** Given that the main impact goal is to promote use of the pantry, **a clear indication of success will be to measure the number of new members of the Pantry, and ask these members how many found out about it.** If they found out about it due to the film or the bus advert, then the children can count that as direct impact. They can also survey members on their awareness of the climate related issues that are central to the campaign. By analysing the data collected from the membership, they can review what works best, and consider how they might adjust their strategy to increase membership and raise awareness further. This is not the first film that Castleton Primary has produced. The previous P6 year produced a film about the economic and environmental impact of not having a supermarket in the local area. Called It’s Just not Fair, when the film was uploaded onto youtube it went viral, was picked up by BBC Scotland and was mentioned in a session in Glasgow City Council. So they have a strong track record which they will build on, returning to those people who championed the first film and can have a reasonable expectation that this second film will have an equally high impact.

“I THINK THE VERY NATURE OF THEIR IDEA OF THEM PUTTING THEIR OWN ART ON THE BUS, NOT TO SELL SOMETHING BUT TO HIGHLIGHT AN ISSUE IS EXACTLY ART-ACTIVISM”

DEIRDRE

BECOMING ART-ACTIVISTS

One of Create4glasgow’s key messages was to inspire children to become climate art-activists. Whilst the teacher and the artist in residence had complementary approaches to working with children, they didn’t necessarily agree that the children had become art- activists. **Jenn states clearly that anything that she does is about “giving the kids a voice”, but that doesn’t mean they are therefore activists.** She concedes that in certain specific circumstances, some of their activities could be described as activism.She implies that an art activity only becomes art-activism when the impact of the work is actually realised. She says: “If their poster gets on the bus, then I suppose that they would have been activists within that one context.” **Deirdre, on the other said she thought that the kids had become art-activists and the evidence was how they thought about the function of art:** “I think the very nature of their idea of them putting their own art on the bus, not to sell something but to highlight an issue is exactly art-activism”. Thinking back to the children’s mature appraisal of their own position relating to activism, it is clear that their idea of activism that has been fostered in the class is nuanced and sophisticated and takes many forms – a spectrum of activity where the children can feel supported to find their place of engagement.

2. GENERALISING IMPACT

The observation of workshops and of the overall project **led Doc Society to produce a bespoke Teachers Impact Toolkit, which will be shared with Glasgow City Council for further projects with teachers.** The starting point of the toolkit is how art projects bring great impact and visibility to environmental and social justice issues. It aims to help teachers to conduct meaningful campaigns, using artworks created by the pupils, based on the Castleton example. Following several campaigns led in the context of Create4Glasgow, the impact toolkit explains how an impact campaign works. It then gives guidelines to create and lead an impact campaign. The guide put a strong emphasis on partnership, based on the existing partnership between the food pantry and the school.

CONCLUSIONS FROM THE SOCIAL IMPACT PRODUCER

PROVIDING A FRESH POINT OF VIEW, THE SOCIAL IMPACT PRODUCER OFFERED THE FOLLOWING GENERAL POINTS

1. SOME KEY ACHIEVEMENTS ON THE MOBILISATION OF COMMUNITIES AND ON YOUNG PEOPLE’ EDUCATION TO CLIMATE CHANGE

Research into the workshop phase of Create4glasgow led the social producer to conclude that it is difficult to attribute specific impact to the workshop delivery – there were two reasons for this: the artists in residence ran multiple workshops on their chosen themes for a protracted period in both the projects we researched, so the impact of two specific workshops was hard to ascertain ; the C4G programme itself was, as Andrea Reid said, “intertwined” in a whole range of activities supported and or delivered by Glasgow schools for COP26

Having said that, the aims and ambitions of the Create4Glasgow programme to inspire young people to be climate activists through art harmonised with these other initiatives and contributed to the positive dynamic around creative activism with young people that, as Andrea Reid described, characterised Glasgow’s approach to hosting COP26.

MOBILISATION OF THE COMMUNITY AROUND THE SELECTED PROJECT

The case study gives a detailed description of this process, but here are some key points :
· Although the work is ongoing, and the main impact of the project is yet to be measured, **The Castlemilk Food Pantry is an excellent example of how to lay the foundations of impact in the development of a project with children.** Interaction between the school and the community initiative from the start of the project, places the children’s artwork at the heart of this community’s activism.
· As evidenced in the Castlemilk project, **the children have developed a very clear idea of how their artwork could engage with their target audience, and potentially reach a wide range of different audiences.**
· **The artists in residence programme was an excellent partner for this project**, allowing Create4Glasgow to bring additional resources to a long-term artistic intervention in Glasgow’s schools and communities. Deirdre Nelson emphasised the importance of this kind of work: “The more projects that you have like this that are on the ground with artists working alongside communities the more likely the project will be to have some real, tangible impact.”

From the submission phase, local communities were actively mobilised. From the beginning, schools set up partnerships with local players to invent a project for the neighbourhood or the city. Several selected projects aimed to have a direct impact on their local environment and in order to do so, enthusiastically and ardently reached out to local activists and not-for-profit partners.

THE IMPACT OF ART ON CLIMATE ACTIVISM
IN SCHOOLS

As the two projects the social impact producers researched were based in schools, their conclusions are based on these, rather than how the project impacted on individuals, or participating groups who came from outside school.

• **The three-way dialogue between schools, artists and policy makers** as represented by the Create4glasgow model, provides a very powerful foundation for young people to have direct impact on climate policy.

• **Create4Glasgow fitted very well into Glasgow schools’ COP26 program** and brought additional profile and impetus to the important role of arts and creativity in finding solutions to climate challenges.

• **The workshops refreshed and prolonged the conversation about climate change** in Thornwood School, where artistic skills and experience were lacking. Class teacher Mr Graham explained: “Previously we would have got the kids to read a passage about climate change and we would discuss it. But the discussion that came from the approach by the artists was so much richer and relatable for the kids because of their artistic approach. It’s just a far more engaging approach to teaching kids about big things like climate change.”

• **As is apparent in the individual testimonials of the children, climate change is a subject in which they are well versed.** Despite some signs of fatigue setting in due to perceived saturation of the subject in educational discourse, there is no doubt **that Create4Glasgow helped keep climate on the agenda in very creative and engaging ways.**

• The Create4Glasgow projects that were evaluated show that **there is a hunger for and interest in the interaction between cross-arts education and climate change issues, both by educators and the participating children.** This is evidenced by the creativity and imagination of the works delivered and equally, by the passion displayed in the subject of climate change by all involved.

The Create4Glasgow model of delivering a programme to inspire the climate activists of the future, in partnership with cultural, educational and policy-making partners could be powerfully delivered in other cities. The social producers proposed two ways to increase the social impact of future iterations :

Cosmic Cat has produced a bespoke **Teachers Impact Toolkit**, as a practical response to this piece of research giving the research itself a tangible output to foster confidence in delivering impact at a grassroots level. This simple, teacher-reviewed resource is designed for any school teacher who wants to build impact into their work using art and creativity as a tool for social and environmental change. We recommend that this is distributed to potential teachers and at the outset of any future iterations of the programme. Cosmic Cat is in discussion with Glasgow Education to distribute the toolkit to teachers across the city as part of their ongoing work in this field.

In order to increase the social impact of the workshop phase of future iterations they suggested that the following challenges, encountered during research, could be usefully addressed:

MANAGING EXPECTATIONS

The inspirational language on the website encouraging young people to “change the world and help to build a better future for your friends, your families, and all the people

of Glasgow” and “share your voice with the world using art as your vehicle”, whilst recognising the potential agency of the children and the power of art, raised the bar very high. This, plus the association with Bloomberg set up high expectations, amongst some participants, of what the intended outcomes of the project might be.

CLARIFYING OF BRIEF FOR THE WORKSHOPS

From the website we learned that the workshops were the “last step of the journey”, and yet, they were also intended to “use the creativity of young people to seek long lasting solutions” which implies some kind of continuity or progression. The artists’ feedback on the workshop brief was unclear: to develop the children’s artwork, but without a specific target, and no indication of how the desired long-lasting solution might be developed and/or supported by C4G or other agencies.

A NOTE ON THE SOCIAL IMPACT JOURNEY

As the case study shows, very significant social impacts were achieved in the process of making a piece of work, supporting the children’s development as creative campaigners, forging meaningful relationships with key stakeholders, building the team. However, what happens next with the artwork is crucial to the children’s experience of having agency, to make change happen, to realise the vision of a brighter future that drives this programme. From a social impact producer’s point of view, the creation of the artwork is not the “last step of the journey”. The realised artwork is now ready to go out into the community to stimulate new awareness, discussion, behaviours and actions and hopefully achieve the change. What emerges immediately from even a quick working through of this exercise, is that to maximise the chance of impact on this scale, all sectors of society are involved. The fact that Create4Glasgow has such strong high-level partnerships that reach across culture, education and policy-making and into

→ Recommendation

Give the participants Specific, Measurable, Achievable, Relevant and Timely objectives to help manage expectations. Consider giving much more prominence to the more measured and practicable language used in the learning pack, to anchor the project in more familiar and achievable ideas.

→ Recommendation

Make a clear brief for the artists including for example:

- what the work is being created for
- what will happen to the artwork after it has been created
- what, if any, support is available to the artists to deliver “lasting solutions”
- what and when the final end point – presentation, celebration - of the project will be

01
A PRACTICAL GUIDE
FOR TEACHERS


02
ADDRESSING
CHALLENGES

the heart of schools and communities, means that many of the key agents needed to deliver impact are already engaged. This is a very powerful starting place to build lasting impact in future iterations of the programme and to deliver the full impact potential of Create4Glasgow.

Create4Glasgow is an example of how young people can become activists and invent meaningful projects with a direct impact on local communities. Some elements for success to bear in mind : a strong partnership with the services of the City of Glasgow ; the association with local artists, bringing strong connections with the communities ; a unifying cause, under the spotlights to catch and maintain the interest of young people.

AND THE LAST WORD GOES TO DYLAN,
10 YEARS OLD...

**“I THINK WE CAN WIN. EVERYBODY HAS
TO TRY THEIR HARDEST. POLITICIANS,
THE AVERAGE PERSON, CELEBRITIES...
WE ALL NEED TO TRY OUR HARDEST
TO BEAT BACK CLIMATE CHANGE.”**

A green underline consisting of two curved lines, one above the other, positioned under the final line of the quote.

APPENDICES

DIGITAL LEARNING PACK

→

TEACHERS IMPACT TOOLKIT

→

SOCIAL MEDIA REACH

TIME FRAME STUDIED : OCTOBER 19TH 2021 TO MAY 30TH 2022.

TWITTER

160
Number of times #Create4Glasgow has been used

1 372
Total of reactions to the project (1 036 likes and 336 retweets)

INSTAGRAM

190 hashtags	125 publications
653 followers	1850 likes
58 000 person reached	70,9% of the people who interacts are women
52,5% of the reached audience are men	

There is a wide range of sharing accounts : **Cultural spaces** (Tramway Glasgow with 33,8K followers, Platform Glasgow, ...) and **local artists** (Mandy McIntosh, Deindre Nelson, ...); **Participating schools** (St Teresa’s Primary School, Sunnyside Primary, ...) and **figures of the academical environment** such as parents (@Helenmac3, @pdyer86, ...), teachers (Miss Ovens, Mrs Edgar, ...) and headmasters (Jane Arthur with over 2 000 followers); **Groups with clear social and/or environmental demands and interest** (St Paul’s Youth Forum, Go Bike Glasgow, ...).

The activity generated by Create4Glasgow on Twitter has articulated itself around three clear time-frames. The first period, from October 19th to December 17th 2021, was dedicated to the launch of C4G and the submission of all projects (759 likes, 214 retweets). It was followed by the voting process and selection of winning projects (211 likes, 102 retweets), from December 18th to March 12th. The period that extended from March 13th onwards was dedicated to the post-vote activities and workshops launches (66 likes, 20 retweets).

The Create4Glasgow project has had a more global reach on Twitter that is largely shown by the **retweets of pertinent tweets by more influential accounts** such as that of the politicians Blair McDougall (over 20 000 followers) and Susan Aitken (over 10 000 followers). Some personalities from the artistic environment like the writer Stephanie Jane (over 10 000 followers) and activists like the medical doctor and producer Jeffrey Ventre (over 18 000 followers) have also shared the project and participated in the broadening of its potential reach to around 100 000 more followers.

BRIEF ON THE THREE STRUCTURES

GLASGOW LIFE

Glasgow Life is a charity working for the benefit of the people of Glasgow. We believe everyone deserves a great Glasgow life and we find innovative ways to make this happen across the city’s diverse communities. Our programmes, experiences and events range from grassroots community activities to large-scale cultural, artistic and sporting events which present Glasgow on an international stage. Our work is designed to promote inclusion, happiness and health, as well as support the city’s visitor economy, in order to enhance Glasgow’s mental, physical and economic wellbeing. For more information on our work, see www.glasgowlife.org.uk

CREATIVE COMMUNITIES: ARTISTS IN RESIDENCE

This is a Glasgow-wide initiative, funded by Glasgow City Council and delivered by Glasgow Life, bringing artists in residence to every ward of the city. Find out more at glasgowlife.org.uk/creative

GLASGOW CITY COUNCIL AND EDUCATION SERVICES

Glasgow is Scotland’s largest city, with just over 600,000 citizens. Glasgow City Council is the largest of the 32 local authorities in Scotland. Our priority is to reduce inequality across Glasgow by creating inclusive growth - a thriving economy that we can demonstrate benefits the city, its citizens and businesses. This means a growing economy that creates jobs and investment, builds on Glasgow’s position as a world class city, helps us to tackle poverty, tackles poor health in the city and improves our neighbourhoods. In delivering this vision we also want to improve our ways of working including: Creating more opportunities for our citizens to become involved in local decisions that affect their neighbourhoods, on how money is spent and how services are developed : Focussing on early intervention and prevention approaches.

BLOOMBERG ON CLIMATE

Led by Michael R. Bloomberg, a global climate champion and Special Envoy to the UN Secretary-General, Bloomberg is tackling the climate crisis from every angle.

Bloomberg Philanthropies is at the forefront of U.S. and global efforts to fight climate change and protect the environment across a key array of issues. Bringing together mayors and other government and business leaders, grassroots partners, and environmental advocates, Bloomberg Philanthropies implements bold programs that tackle the climate crisis and help build a more sustainable, resilient, and equitable economy. Its efforts are accelerating the transition from coal to clean energy, improving air quality and public health, advancing city climate action, protecting and preserving ocean ecosystems, and helping unlock billions of dollars in sustainable finance.

Bloomberg L.P. provides the global financial community with data-driven insights, news, and analysis to help them integrate an ESG lens across the investment process. As a company, Bloomberg L.P. is also leading by example, including committing to net-zero carbon emissions by 2025 and taking action in the communities where its employees live and work. And through Bloomberg’s stewardship of the Task Force on Climate-related Financial Disclosures and the Climate Finance Leadership Initiative, Bloomberg is using the power of the capital markets to address climate change and support the transition to a net-zero economy.

SABIR

Set up in 2019, Sabir creates tailor-made solutions for each client using their mix of skills: strategic thinking, writing and communication, coaching leaders and other key staff, community engagement, designing and delivering complex large scale events and creative projects. Sabir is a new form of agency, which starts with an expertise in developing strategy, but which can also develop and deliver visions. Sabir can help at any stage from brainstorming to practical project management. Sabir listens to its clients goals and absorbs their values. We then use our insights to develop creative strategy, communication and events to communicate and deliver your priorities. Sabir offers practical solutions to the challenges faced by leaders and the organisations they run.

COP 26

CREATE⁴ GLASGOW



Glasgowlife

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