

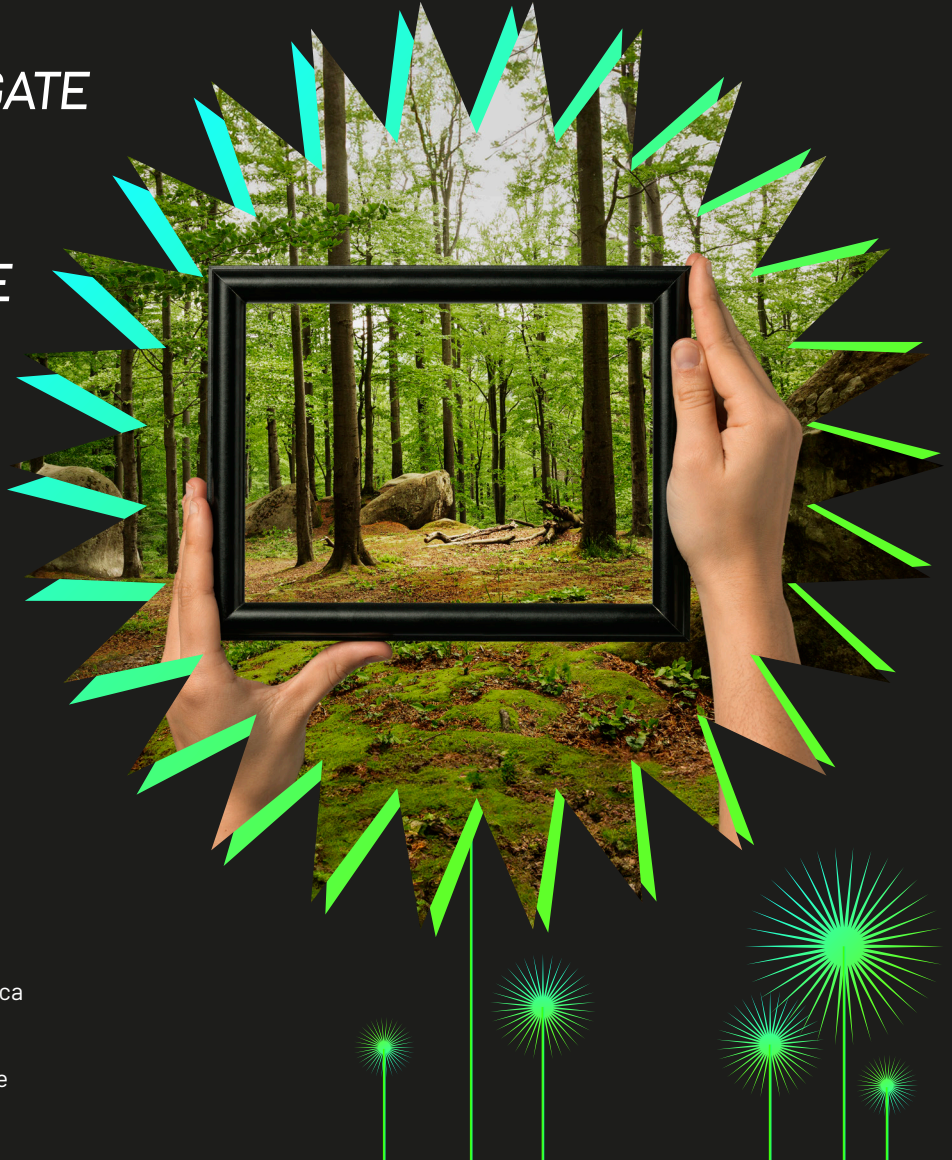
GENB

YOUNG BIOVOICES
FOR A SUSTAINABLE
FUTURE

factsheet

PARTICIPATORY
PHOTOGRAPHY TO
NARRATE, INVESTIGATE
THE CIRCULAR
BIOECONOMY, AND
ACTIVATE OUR GAZE
ON EVERYDAY
SUSTAINABILITY

July 2024



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OUR CONSORTIUM



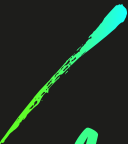
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1 Format: art and expressive means to convey science related contents to youngsters and **bring citizens closer to science.**

2 Concept: With the help of cameras, participants have the opportunity to capture the reality around them according to their personal perspective, to **tell stories, and gain awareness about critical issues and strengths of their community**, in line with the identified theme. Throughout workshops, participatory photography can stimulate participants to **bring out a theme to be developed, communicated and investigated.** Photography in educational contexts allows a relationship with places, times and people (Cecotti, 2015) and can be useful to bring out moments of reflection, insight and awareness, inspiring real social change (Freire, 1972) and being able to make different consumption and life choices as well.

3 Educational format in the GenB project: Participatory photography can be used to engage youth and families on the **opportunities of circular bioeconomy in their everyday context.** The bioeconomy covers both traditional, artisanal products that sometimes have been around for centuries as well as innovative products that are made using the latest biotechnology. **Through photographs** (and/or video recordings), young people become **aware of the numerous and concrete applications of the bioeconomy**, collecting virtuous examples existing in their everyday contexts, and stimulating sustainable choices through a critical and conscious gaze.



In addition, through this format, young people (primary education classes) take photographs together with their families, who are actively involved as key players in lifelong learning. Older children (middle and high school) can take photographs and videos by themselves.

Teachers can assign students a homework assignment: take photos (and/or videos) in which there are represented:

- 1** examples of **biomass** they find at home and/or in the neighbourhood;
- 2** places in the neighbourhood where **biomass** is **produced from waste** (e.g., market, florist, etc.);
- 3** representations of virtuous actions in **reusing some of this waste**, either at home or in the neighbourhood.

If videos are used, the parents/kids themselves (depending on the age target) can **record small videos** in which the young people explain some of the **concepts learned in the classroom** (e.g., circular bioeconomy, example of biomass, recycling etc.).

Teachers can collect the photos and videos and watch them all together in the next meeting during classroom hours. During the collective discussion, they can **understand if the local community is representative of many virtuous examples** and what other examples can be found.

Parents who have social media can post photos and videos by writing, "**We can create a more #resilient city through #bioeconomy**" and can tag the project by adding **@BIOVOICES**. GenB's socials can be found on the @biovoices channel

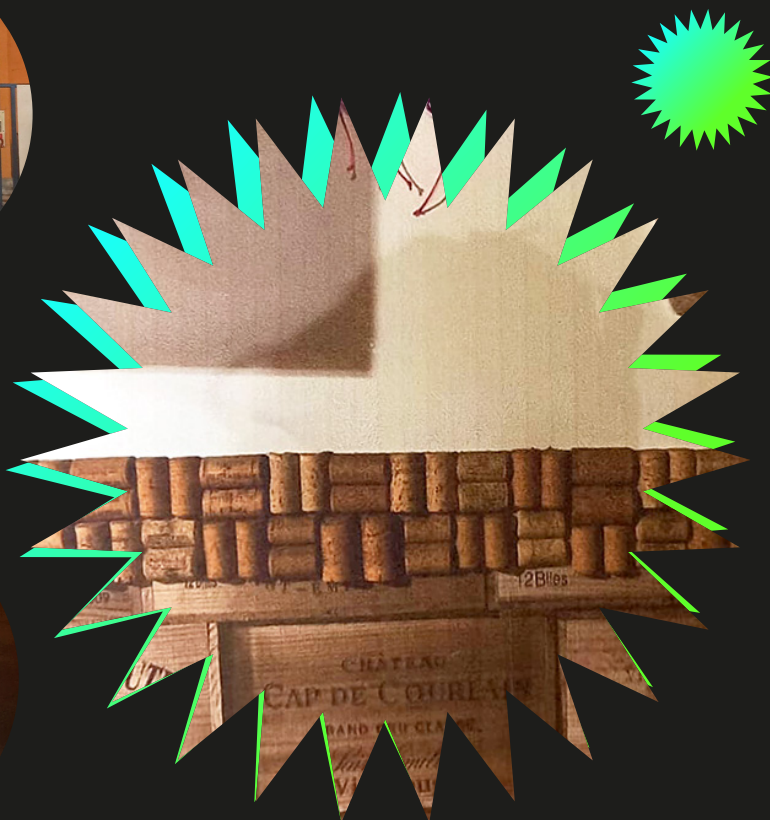
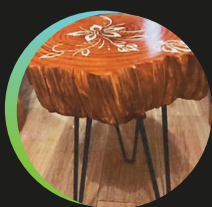


To engage the entire school community, photo competitions can be held in which the students who find the most bio-based products and the most representative examples are awarded.

The photographs and videos can be displayed in a final exhibition. In this case, the workshop participants become promoters of a shared instance that is expressed in a final exhibition that takes place in the relevant context in which the workshop took place.

In the Living lab GenB (2023) organized by APRE, this format was used in the primary class of I.C Guicciardini Roma. The children and teachers really enjoyed the format as they had fun unearthing natural bioeconomy products in the neighbourhood.

Photos taken by 4th graders of IC Guicciardini Elementary School, Rome (2023).



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