

Speak out for teachers

#OneBillionVoices

Duration: 3 sessions.

1st session: Levels 1 and 2. **2nd session:** Levels 3, 4 and 5. **3rd session:** Level 6.

Materials: The game will be played using a physical game board or a digital one (Genially).

- **1st session:** The materials for the first session are whatever the teachers and students decide to use to create a corner in which to record the podcast. Remember: It's important that the materials are recycled or reusable!
- **2nd session:** The materials for the second session will be detailed in levels 3, 4 and 5 of the game.
- **3rd session:** The materials for the third session will be specified in the "Get up and speak up!" activity where the students will create a podcast.
- Board for printing in A3 format and game piece for each element.
- Puzzle.

Objectives: 1. To highlight the importance of the key role of teachers in education.

2. To learn about the reality of the differences existing between the situation of teachers in the global south and north.

3. To value the right to education as the pathway to other rights, as set forth in Agenda 2030-SDG4, with the goal of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

4. To generate critical awareness around educational inequalities and promote individual and collective mobilisation.

5. To create a podcast, our channel to speak out with #OneBillionVoices, in order to raise awareness among the general public regarding the importance of the key role that teachers play and securing access to quality education (SDG4). This activity can then be shared on the streets of your city or in your education centre.



Please note

This year we have prepared a game to help you work through GAW (Global Action Week for Education), which is designed to be adaptable to you and your students' reality. This game features different levels that will allow you to do the full pack or just do the levels that you consider best suited to your classroom. If you find you don't have time to get through everything, **don't worry**, there are more options. You might even come up with a better combination of your own!

We're here to adapt. We've learned a lot about that lately, so we're proposing that you:

Work all the game levels: Full proposal developed in this PDF to be conducted over three sessions. Continue reading overleaf (First, the rules of the game-Instructions for teachers).

Choose which levels to play (Ladder element used to go from one level to another). Continue reading overleaf (First, the rules of the game-Instructions for teachers).

Go directly to the mobilisation activity (Last level in all proposals). In this case, you won't be using the game board, instead you'll be jumping straight to the podcast proposal after some prior awareness raising.

Levels 1 and 2: Get Motivactivated! and craft

It's important in all the options that you read the first level to your students to give them context and motivation for what you're about to propose, and it only takes 5 minutes. For the craft we propose an artistic activity that you'll be able to develop across the board in other subjects. The idea is that the creative product will be useful later for the activity in level 6. If you don't have time to do it, take the ladder from annex 3 and jump with your students to awareness levels 3, 4, and 5.

Levels 3, 4 and 5: Global connection and teacher figure

Here you can also choose what levels you want to work, use the ladder form Annex 3 to skip whichever one you want. These are the awareness-raising levels for students on this year's theme: **The role of teachers in achieving quality education.**

Level 6: Mobilise and speak out!

This is the culmination and we think it's important; it's the product we'll be using to speak out with and what we'll bring to the mobilisation event held either at our school or on the streets. In this case, it's **a podcast.** If you go straight to that level, we propose that you read the introductory document for context, and invite the students to reflect by posing the questions included at the end of level 4.



First, the rules of the game

Instructions for teachers

We present the Didactic Units proposal for GAWE 2022, which are based on a board game! **In this activity, students have to complete a series of different levels** in which they are presented with different dynamics relating to our central theme, **ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG4)**, and the theme of GAWE 2022, **the key role of teachers**, under the slogan #OneBillionVoices.

To play, you will find a **printable game board** in Annex 1, however, there is also a more dynamic online version available on Genially, via the following link: <https://acortar.link/Wvd9Gg>. With each level the students complete, the whole class will receive one of the 6 puzzle pieces you can find in **Annex 2**, until they reach the final level and complete the puzzle.

Each of these pieces will enable them to create the thing that's necessary for teachers to speak out, like cracking a code they need to move forward. When all the puzzle pieces come together, **they form a microphone, which is the symbol of this year's theme.**

The microphone represents giving a voice to teachers, who are a key part of the student education process and who last year spoke out in defence of the right to education of the 1.5 billion children and youths who were unable to attend school during the pandemic, taking into account that there regions where schools still remain closed.

There are 5 different game boards for each educational stage (infants, junior cycle primary, middle cycle primary, senior cycle primary, secondary and adult) and each one will be tackled through a different communication medium.

The dynamics proposed for each medium of communication are devised based on the level of education and the learning process of the students of that age, but if you prefer to work in another medium, just adapt the proposed dynamics accordingly.

The media are as follows:



Infants
Lipdub



Junior cycle
primary
Televisión



Middle cycle
primary
Newspaper



Senior cycle
primary
Podcast



Secondary
and adults
Advocacy video

This year, we are working through **media and networks** because these are important educational channels and have a significant influence on education. They will help us give a voice to students, teachers and society about the key role of teachers in the education process.

We receive information, we analyse it and learn from it, we also grow our experience in the world and gradually change our social and cultural values and, thus, this media function can contribute to the homogenisation of society to a uniform thought or lifestyle, or it can be the complete opposite.

The media keeps the citizens informed from different perspectives and, to a great extent, contributes to maintaining our society's democracy, conveying political and social justice information inside and outside our borders. At the same time, media can facilitate relations between families, friends and acquaintances

(we chat, share experiences with others on social media, we watch TV, we go to the cinema, we discuss certain shows...)

This activity aims to promote a global connection in order to learn about other realities and shine a light on the key role of teachers. The structure of the game is divided into 3 sessions, conducted as follows:

First session

The first session works through Level 1, which contains the game instructions and Level 2, which proposes the creation of a corner in which to set up a space for recording the podcast, which will be used for the Final Level: Mobilise and speak out! So, we propose that Level 2 be conducted outside the standard classroom, in an arts and crafts class or similar subject, and in a space the teacher deems suitable, in order **to get other teachers involved in GAWÉ 2022**, or even set it as a homework assignment, to get the families involved. Since the task consists of setting up a podcast corner in the classroom, the only homework task that can be set will be the accessories to place in the space.

Please note that for the craft (level 2), the teacher will have to prepare the materials in advance.

Second session

The second session will address Levels 3, 4 and 5. These levels contain different activities that will help students to learn and reflect on the importance of SDG4. Specifically, the role of teachers in the achievement of **the right to a quality education**.

These levels will promote Transformational Education for Global Citizenship (TEGC) focusing on the right to education.

Third session

The third session will address Level 6, referred to as... Mobilise and speak out! This level is where the game culminates, proposing the creation of media content suitable for each educational stage.

Thus, students will be asked to write a news item about the subject of **the key role of teachers in achieving SDG4**.

Remember, the first annex of the Didactic Units contains a game board you can use to play the game, and we have prepared a more dynamic online version on the Genially platform, which can be used as an interactive board game projected in the classroom. Follow this link <https://acortar.link/Wvd9Gg>

If you decide to print the board (in A3 size), in Annex 3 you will find a game piece that you can use to go from level to level.

Remember to print on recycled paper to minimise our impact on the environment.



Level 1: Get Motivactivated!

Time: 5 minutes.

Materials: Board, puzzle piece 1 and introductory text to be read in class.

GAWE is here once again: **Global Action Week for Education**, in which we invite you to take a stand for education. We're counting on you because we believe in education as a tool for changing the world.

Last year, in the #OneBillionVoices campaign, we spoke out on behalf of the 1.5 billion children and youths all over the world whose right to education was affected. Teachers in the different countries across the world have spent the last two years watching how the barriers preventing inclusive, equitable, quality education from being a reality for all have grown and multiplied... and yet this has not stopped them.

They have reinvented themselves to continue fighting every day, giving voice to the different realities, trying to remedy the gaps and inequalities that, although already present, have been brought to the surface and amplified by the pandemic...

That is to say, they have cried out with all of their might in defence of the right to Education, to the point that, today, our teachers have lost their voices and need us more than ever **Will you help them to get their voices back?**

In this game, you will find different levels, each one posing different challenges, reflections and dynamics that will test your creativity... only when you successfully

complete each challenge as a team will you obtain a puzzle piece. Hold on to all of them, you'll need them to give voice back to the teachers of the world! But... just a minute... How are we going to make sure those voices are truly heard all over the world?

I have an idea! We'll become reporters and, using a podcast, we'll be able to defend the right to education and show that teachers play a key role in guaranteeing an inclusive, equitable, quality education and promoting lifelong learning for all.

Let's get to work. There's no time to lose! Everyone on your marks, the game is about to begin and we can do it as a team!

To get the first puzzle piece, you will have to answer the following questions.

- Who are we speaking out for this year?
- Can you think of the most important things needed to ensure an equitable, fair, quality education?

After the explanation is finished and the two questions are answered, **level 1 will be complete!** The first puzzle piece will be handed over.





Level 2: Craft

Materials to set up a podcast corner

Time: 40 minutes.

Materials: Board, puzzle piece 2, cardboard, acrylic paints/crayons, paperboard or other material that the teachers and students decide to use to perform the craft. Remember: It's important that the materials are recycled or reusable!

This level will prepare us for the final level, the proposal **to be reporters and make our own podcast**. But how will we record a podcast without materials?

To successfully complete Level 2, students will have to turn their hand to creating a corner of the classroom in which to record their podcast, the results of which will be used later in the development of Level 6: Mobilise and speak out!

The craft is based on the podcast theme, so students will be asked to create a space, in the classroom or school, where their podcast can be recorded. To complete the task, they will have to make microphones, headphones, a podcast space poster... and whatever else they think up! This space will be inside the classroom or other space set aside in the school and will be used to record all the podcast interviews.

The idea will be very simple and should be developed if possible during the class time allotted for arts and crafts, or any other suitable period, and in a space the teacher deems appropriate. Students will be given the opportunity to create the necessary material for the podcast space.

It can be done with paper, cardboard, paperboard or other materials that each student or teacher chooses! If it's not possible to involve other classrooms in the centre, it may also be an option to set this as a

homework assignment to do from home or with the family, bearing in mind that the task will be to create a podcast space and, therefore, the only homework assignment would be the accessories to place in the space.

Regarding materials, GAWE firmly believes in fulfilling all the SDGs and SDG4 relates to the right to a quality education.

Thus, we believe that to comply with all the SDGs, it is necessary to educate the students on the value of sustainability, which is why the craft should be carried out with recycled or reusable materials, and remember that by **defending education, we also sustain the world ;).**

In all of this, we must not lose sight of the fact that the aim of this space is to **show the world that students, too, can mobilise in favour of inclusive, equitable, quality education** for all, all over the world (SDG4), which is why it will be put on display at the Main Event held as part of Global Action Week for Education, set to take place on the last week of April 2022.

After the craft is concluded, level 2 will be complete! The second puzzle piece will be handed over.





Level 3: Global connection

Time: 15 minutos.

Materials: Board, puzzle piece 3, post-it notes (if possible red and green), pens.

In the third level, we will get into context and the students will be asked to reflect on the situation of teachers in the global south. This is where the post-it activity comes in. On a wall, we will hang two post-it notes, one labelled “difficulties” and the other “positives”.

Underneath each title, the students will have to stick up post-its showing **the difficulties and positive aspects teachers in the global south may find in the course of their job**, using red post-its for the difficulties and green for the positives. The post-its will give a clear visual as to whether they have found more pros or cons.

With these observations, we will try to draw connections between the difficulties teachers face and the difficulties of accessing education and SDG4.

Some key points for teachers to guide the activity are:

- Classrooms have been closed for longer due to the lockdown.
- COVID-19 has taught us a lot in terms of inclusive, equitable, quality education.
- Teachers have much less digital resources.
- Teachers are paid less, which makes it harder for them to perform.
- Teachers may lack motivation and training due to the lack of resources.
- The legislative framework is less developed.
- There is less access to special education.
- Educational structures are less developed.
- Adequate financing of SDG4 (inclusive, equitable, quality education) is necessary for teachers to fulfil their key role in education.
- There is growing concern among the teacher community about the need for inclusive, equitable, quality education.
- Teachers believe that rural education is key for helping people develop.
- Cultural diversity is respected for learning according to educational levels.

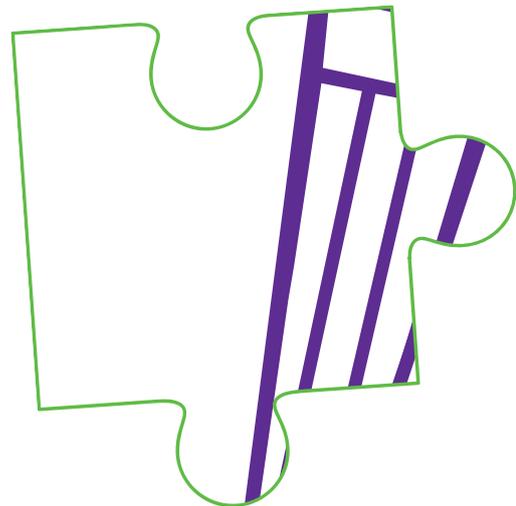
- Projects are being put into action to guarantee quality education.
- Teachers are getting more training.
- Motivated, creative teachers.

Once the students have been able to identify the difficulties and positive aspects that teachers in the global south face, the teacher will take random post-it notes and ask the students to write ideas explaining why they made their choice.

This will lead to a class discussion, enhancing student knowledge of the pros and cons faced by teachers in the global south.

It is crucial that the teacher asks the students to reflect on how the difficulties analysed can be overcome.

After the post-it activity is concluded, level 3 will be complete! The third puzzle piece will be handed over.





Level 4: Global connection

Time: 15 minutes.

Materials: Game board, puzzle piece 4, projector internet connection.

In the fourth level, students **will discover more about the situation of teachers in the global south and north**, with a podcast specially designed to explore this topic. This podcast can be found via the following link, which the students should listen to.
bit.ly/testimonioProfesoradoCME

Content of the podcast

The podcast is based on a series of experiences of teachers sharing what difficulties they may have encountered when teaching during confinement and their challenges in achieving quality education in the exercise of their profession. To this end, teachers from different parts of the world will answer the question: **What challenges do you face as a teacher to ensure quality education taking into account the lessons learned from the pandemic?**

Teachers from Spain (Navarra and Galicia), Africa (Senegal and Burkina Faso), Asia (Bangladesh) and Latin America (El Salvador and Guatemala) will participate in the podcast and their experiences will serve to give teachers a voice, a key objective of SAME 2022.

To facilitate students' comprehension, we recommend the podcast be paused from time to time and students be asked: "did you understand that part?", or "are there any doubts about what they just said?", so that the teacher can guide the activity.

After the podcast is played, the students can be prompted with the following questions, to inspire a group reflection process on the issue:

Guide questions for teachers:

- What difficulties might teachers in the global north face in performing their key role in education?
- Why is it important for teachers to be able to work well?
- Do you think are teachers are important people?
- And the governments, what's their responsibility?
- Do you remember any teacher that had a particular impact on you? Why?
- Can you imagine if you turn up to school and your teacher is not there?

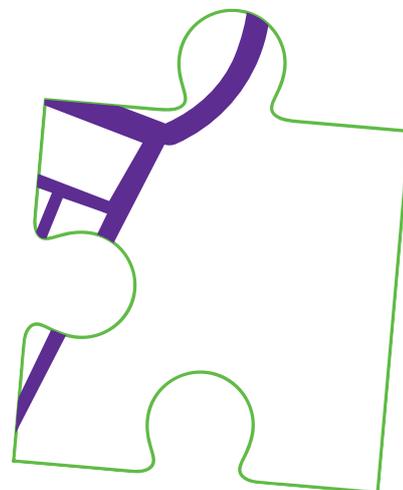
- What future challenges will teachers face at global level in order to provide quality education?
- What have teachers learned from experiences with crises, pandemics, wars?

Lastly, in order to successfully complete the level, **it's important to draw a comparison between the two realities, both for the global south and the global north**, and thereby find joint solutions that will help the development of inclusive, equitable, quality education for all, all over the world, thereby guaranteeing the achievement of SDG4.

Students can be asked the following questions to help guide the comparison:

- What differences do we find between the difficulties face by teachers in the global south and global north?
- What can teachers all over the world do to support each other?
- What can students do to help teachers all over the world?
- Do you think that, if we make a podcast discussing the importance of teachers, more people will be in favour of inclusive, fair, equitable, quality education?

After the podcast is analysed, level 4 will be complete! The fourth puzzle piece will be handed over.





Level 5: Teacher silhouette

Time: 15 minutos.

Materials: Game board, puzzle piece 5, roll of paper (for painting the silhouette), pens and markers, paints and related items.

This time, the students will be asked to draw the outline of the teacher on the rolled out paper. Annex 4 includes an example of a teacher silhouette. The students will draw a silhouette of their teacher (the teacher can lie on the floor and have them draw their outline), and the students will then write and classify some associated words, drawings, emojis... (whatever is suitable for their age) on **what characteristics teachers should have to play their key role in education;** especially to guarantee the right to inclusive, equitable, quality education for all (SDG4).

The silhouette will be split into 4 different zones that will each represent different ideas, so students should be split into 4 groups in the classroom, each given one of 4 different symbols (Annex 5). Annex 6 also includes a series of pictograms associated to each group detailed below. And Annex 7 sets forth a news piece that may help you detect these traits.



Surroundings Zone

Around the silhouette (outside the outline, making reference to the teacher's context/ surroundings), all the characteristics that a teacher's context should have to guarantee they can fulfil their key role in education (Annex 8: Decalogue provides prompts). Students will be given a **symbol of the world.**



Emotions Zone

In the heart area of the silhouette, we will represent the emotional skills a teacher needs to successfully embrace their role key role in education. Students will be given a **symbol of a heart.**



Knowledge Zone

In the brain area of the silhouette, we will represent the knowledge a teacher needs to successfully fulfil their role key role in education. Students will be given a **symbol of a light bulb.**



Actions Zone

In the hands area of the silhouette, we will represent the actions a teacher should take to successfully fulfil their role key role in education. Students will be given a **symbol of a pair of hands.**

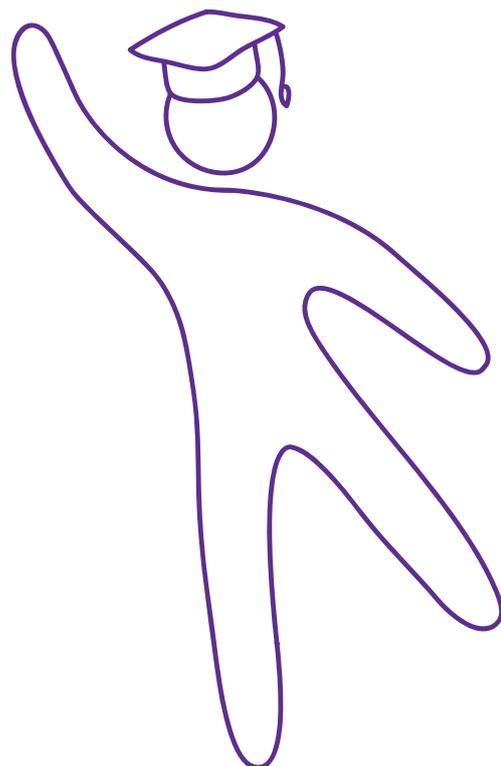
Each group will explain their reflections to the rest of the class while illustrating them on the silhouette and attaching the symbols on the key zones.

The teachers will explain to the students that, in order to have all these characteristics, it is essential to guarantee SDG4, inclusive, equitable, quality education, and its funding. For this purpose, we encourage the teachers to explain the needs they have, sharing their own experience.

Lastly, **we will make use of all the work carried out during the activity and display it to the whole centre!**

We will take the paper silhouettes and all the brainstormed ideas and hang them up in a visible place in the centre, such as the corridor or main entrance. In this way, the needs of the teachers will reach many and we will give visibility to the GAWE, helping achieve SDG4! We can also put on display the microphones the students obtained when they successfully completed each of the different activities.

After the silhouette activity is concluded, level 5 will be complete! The fifth puzzle piece will be handed over.





Level 6:

Mobilise and speak out!

Time: Full session.

Materials: Game board, puzzle piece 6, microphone or smartphone, crafts developed in Level 2.

We have reached the final activity! And just for getting here, you've won the last puzzle piece that will unlock the symbolic element of GAWE 2022. Reaching the end of this game means that the students have been able to successfully complete each level, working cooperatively, thereby gaining knowledge around the key role of teachers and the right to inclusive, equitable, quality education (SDG4).

So, it's time for the students to mobilise and put all they have learned into practice.

In the next suggested production activity, students and teachers will use the media to speak out for education and particularly the figure of the teacher.

The teacher asks the class questions to hold a preliminary reflection and get warmed up for the podcast, but the work itself will be carried out in groups (*class discussion prior to work in groups*). We ask you **to record a small podcast where you reflect on what you have learned about the key role of teachers** during the game and reflect on all the learnings and teachings that have impacted by from all the teachers you have had. This time you will record your teacher in the podcast corner you have created in the classroom or in another space within the school.

- What will you ask them?
- Why is it important to know about them: their likes, hobbies, qualifications?
- Imagine one day you come to school and the teacher's not there, but there's no one to replace them. What would you do? And if this happened day after day?...

During this discussion, we will highlight the diversity of teachers and the importance that teachers are well trained and motivated, have the necessary material and resources and good working conditions to be able to provide quality education.

To conduct the final activity, students will be asked to develop a podcast! It's important to bear in mind that what we're calling a podcast will be **an interview held by the students with the teachers**. The recommended guidelines for creating the podcast are set forth in Annex 9.

Activity concept

1 The participants will be split up into different groups and each group will get to ask the teacher two questions. This will be the podcast content.

Students will be given a space **to think about what two questions they want to ask their teacher about their key role in quality education**. Why is the role of teachers key to education? Students can think about teachers who have had an impact on them and why. Learning, challenges, petitions to public representatives to secure quality education... any of the questions addressed during the game can be posed.

2 They will come up with a basic script for the podcast, such as: *teacher introduction: name, school and grade taught; questions to be posed; and acknowledgements (approximately one minute)*. Annex 9 outlines the steps for creating a podcast.

3 Once they have thought up the questions in groups, they will choose who will interview the teacher. The rest of the group members can act out the roles of sound engineer, microphone and headset person, clapper-board person or timekeeper.

4 The podcast kicks off! The rest of the groups will sit in silence and enjoy the podcasts of the other groups of classmates as they conduct their interviews in the podcast corner.

The teacher will record the podcast with a mobile phone or recorder and it must be no longer than one minute long.

When the group finishes, the next group steps in, until all the groups have had a turn.

5 The interviews will be recorded and the teachers will decide whether to edit them together or keep them separate. It's important to ensure the sound quality of the recording is good.

The aim of the podcast is to **raise public awareness** around the key role of teachers, the difficulties they may encounter and the importance of everyone all over the world having access to inclusive, equitable, quality education (SDG4).

- The podcast created by the students can be uploaded to any online platform, such as the website and social media accounts of the centre, so that other centres, families and interested parties can view them.

- If the centre has a YouTube channel, radio or similar platform, the programme can be shared there during GAWE.

- If there is a local radio station in the school district, it might be an idea to ask the station if it can be broadcast live.

- You can also share it with GAWE info@cme-espana.org. Please note that, in order to publish and share images, videos or other materials featuring students, it is essential that consent be duly obtained. All indications in this regard are set forth in Annex 10.

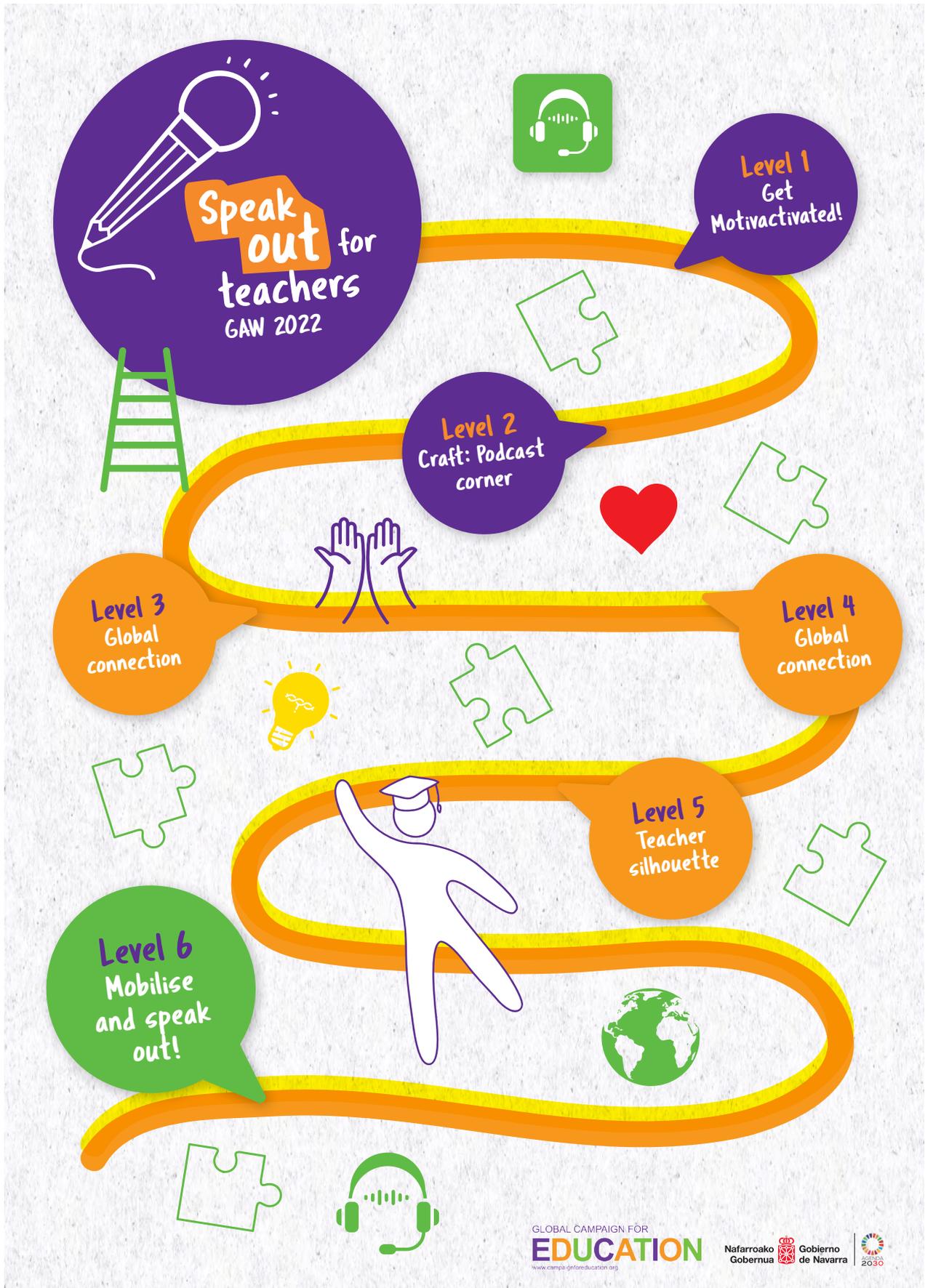
Lastly, we must not forget that GAWE is being held in the last week of April! This would be the ideal time to **upload the podcast to the school website and social media accounts with the hashtag #OneBillionVoices** and make the biggest impact.

Additionally, the Main Events of GAWE will be held at that time everywhere, so students will be able to perform the podcast content live! We can also discuss our experiences and everything we learned during GAWE.

Your actions will join forces with other actions proposed by the Global Campaign for Education (GCE/CME).

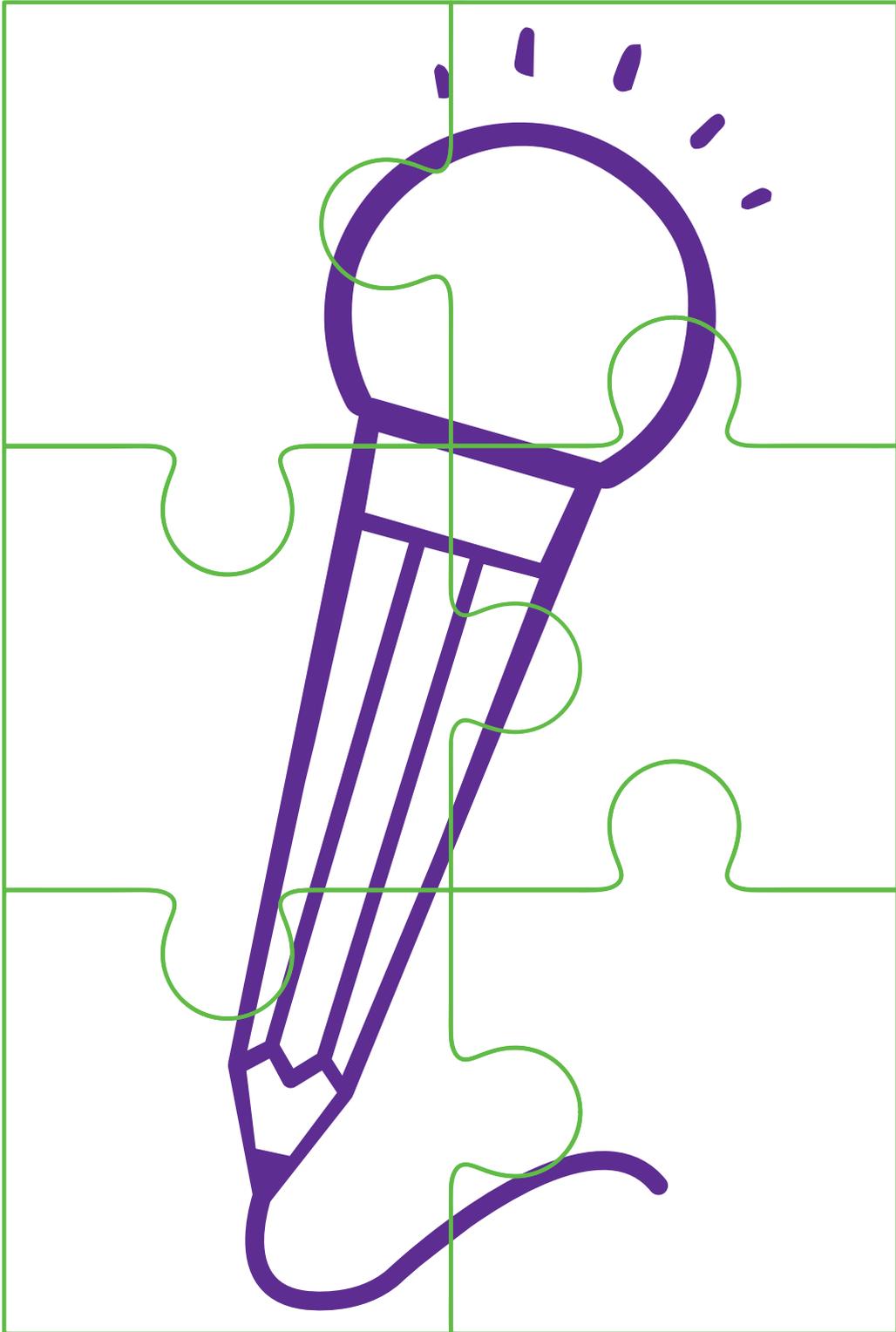


Annex 1: Game board

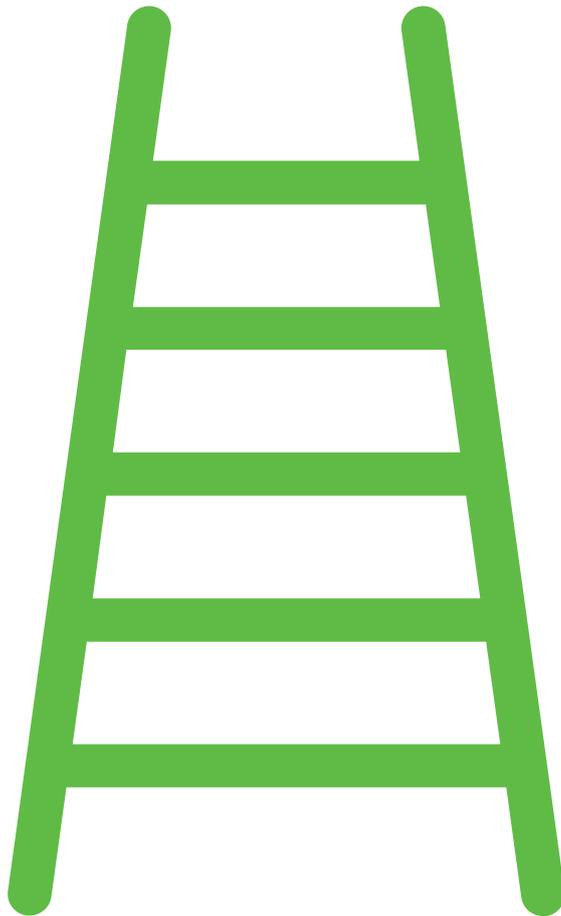




Annex 2: Puzzle pieces



 Annex 3: Game piece and ladder

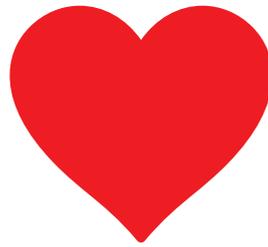




Annex 4: Teacher silhouette

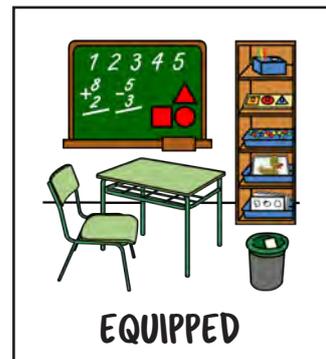
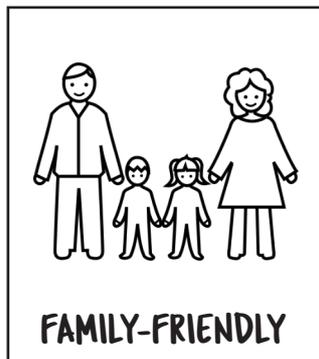
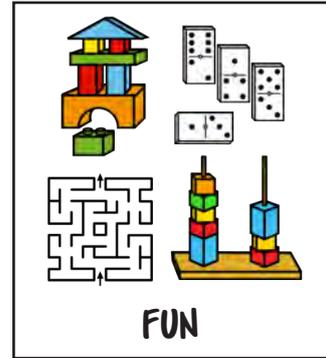


Annex 5: Symbols for the silhouette

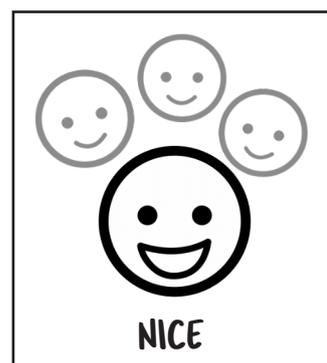
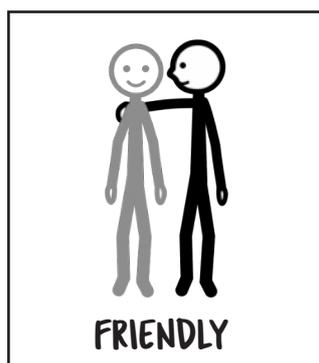
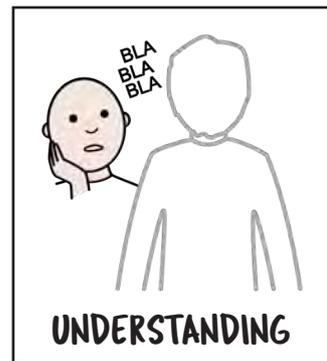
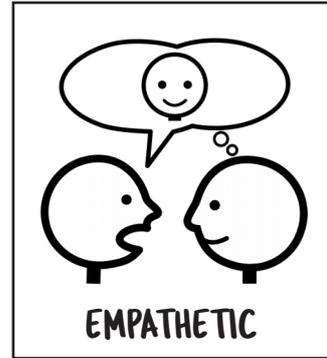
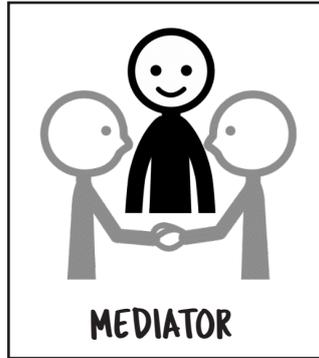


Annex 6: Pictograms

Surroundings



Emotions



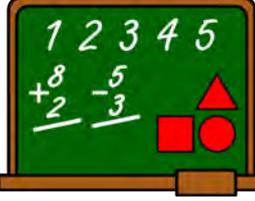
Knowledge



PATIENT



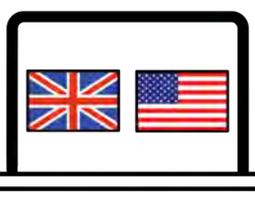
MUSIC



MATHEMATICS



LANGUAGE AND LITERACY



ENGLISH



PLASTIC AND VISUAL ARTS



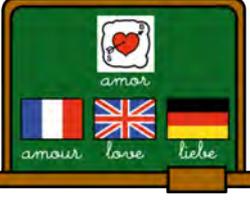
PHYSICAL EDUCATION



STORIES

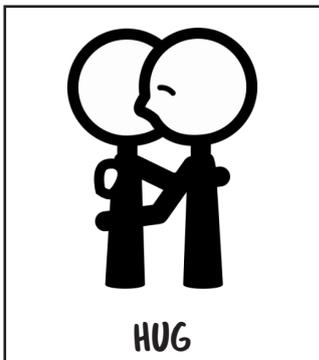
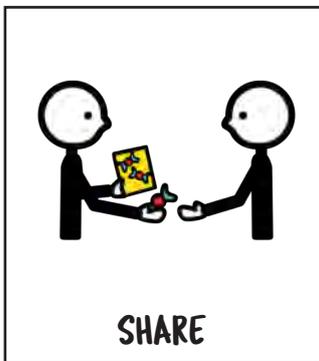
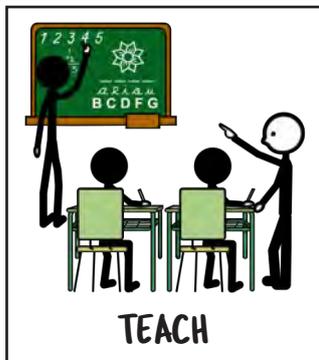
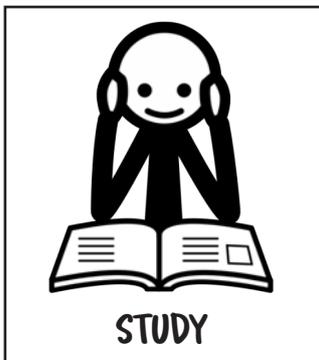
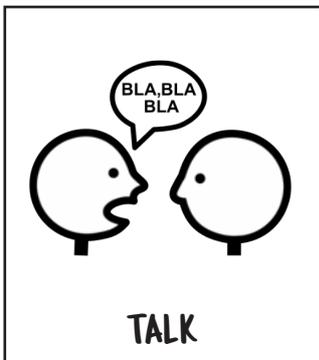
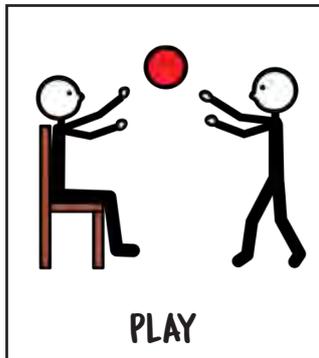
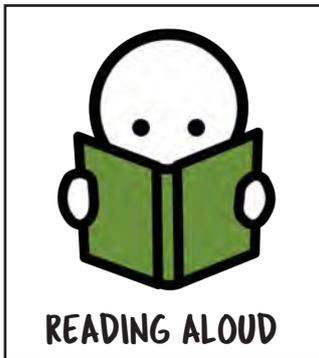
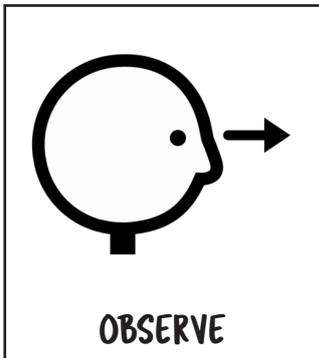


CREATIVE



LANGUAGES

Actions





Annex 7: News item on a teacher

highlighting the qualities of a teacher committed to quality education

Qualities of a good teacher

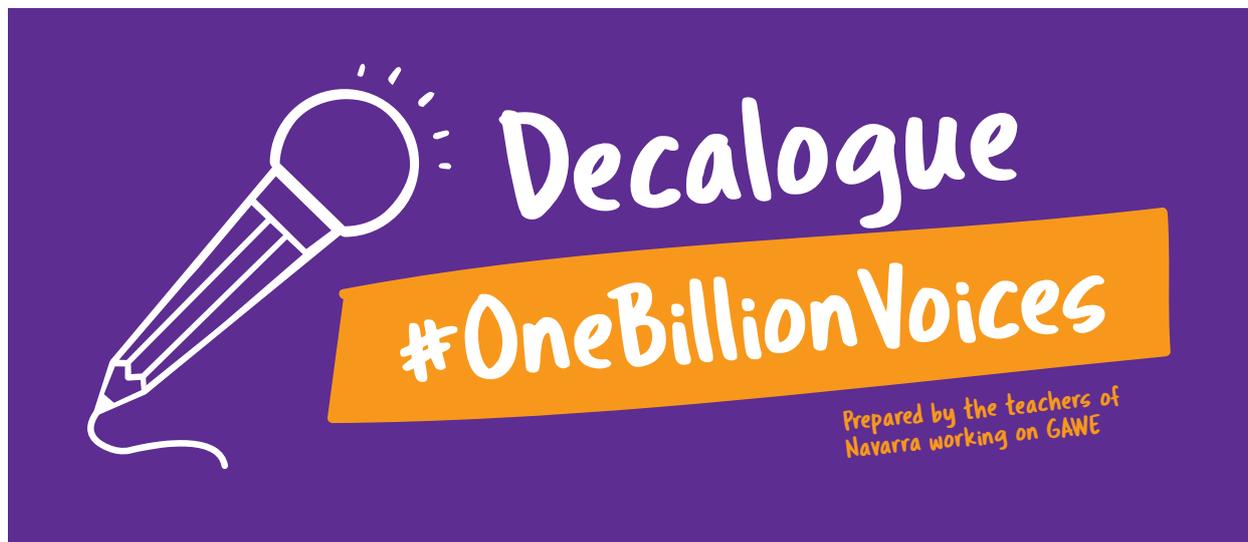
Teaching in impoverished areas is a real challenge. But the success of our projects encourages us to share the qualities held by professionals like Carolina, who are working in difficult settings.

1. Always ensure that the children feel **useful, heard and loved**.
2. **Build enough trust** in the children for them to discover their inner talents.
3. **Promote cooperation**, not competition, because when they are an example for others a positive change happens in them and this has repercussions on those around them.
4. **Get to know the students** so you can know how to help them. This is the true purpose of teaching.
5. **Be a creative person** so you can capture the interest of those who are looking for an answer.
6. Understand education as a **social commitment** that goes beyond knowledge that can be shared.
7. Provide the necessary tools for **students to better understand the world** in which they live and can develop themselves in it.
8. Understand learning as a way of granting a person the possibility of **building and developing affectivity** and community relations.

Here is an additional reference to a teacher featured in a news item, describing their work and highlighting the qualities of a good teacher:

<https://ayudaenaccion.org/ong/blog/educacion/cualidades-de-una-buena-profesora/>

Annex 8: Decalogue



- 1** Promote equality in the basic material, human and educational resources needed to access education.
- Avail of more personal resources to be able to meet the emotional needs of all students and teachers. **2**
- 3** Assess and convey the importance of education and adequately trained professionals.
- Raise awareness among governments, promoting stable legislation and strong investment in material and personal resources. **4**
- 5** Promote inclusion and foster skills among students with difficulties and issues.
- Guarantee that education is universal and that everyone can access it in order to work towards social equality. **6**
- 7** Understand that education has to be systematic and it is essential to work together with families to ensure it is of the best quality.
- Develop an education that is not only instructive but also encompasses other dimensions of personal growth. **8**
- 9** Secure free education for all, with teachers who are equipped to cope with adversity and are well trained.
- Increase economic and human resources and specific training adapted to the students. **10**



Annex 9: Guidelines to follow to develop the podcast

Steps necessary to produce a Podcast:

1 Choose a topic for the podcast: The first step is to choose the topic to be addressed in the podcast. It's advisable to focus the work on a specific subject, because addressing lots of topics in a single podcast can be confusing and exhausting for listeners.

2 Define the podcast participants: Podcasts can be created in interview, discussion or simply didactic format. In our case, we will be interviewing our teachers, so the podcast participants will be: the students in each group and the teachers.

3 Plan the content to be addressed: Before starting to record, it's important to create a simple script of what you're going to address.

4 Do some voice prep: The listeners must be able to clearly understand what's being said, so it's important to control the tone of voice and use clear diction. A good technique is to rehearse with the script before recording.

5 Set up the recording equipment: It's important to have all the recording equipment set up and tested before we begin recording. It's advisable to record in a quiet place and make sure that all students are paying attention and remain silent. It's also a good idea to keep all windows and doors closed to prevent sounds from the streets and corridors from being picked up.

6 Edit podcast: We record the material we wish to feature. This can be done in one or multiple takes. If multiple takes are recorded, they will have to be edited together afterwards.

7 Transfer all recordings to the PC.

8 Edit the podcast: After recording the podcast, it can be edited to ensure the audience gets the most professional possible end result. There are several options for this:

- Audacity: Free option
- Anchor: Mobile app. You can record, edit and publish all in the same app.

9 Release your podcast: After editing, your podcast is ready to be released.

Source: https://www.youtube.com/watch?v=4cWlc1KFijQ&feature=emb_title
3:50min



Annex 10: Authorisation

Please be reminded that in order to publish and share images, videos or other materials featuring students, it is essential to obtain the appropriate consent from parents/guardians, stating that they are aware that the images will be disseminated by the World Campaign on social media and via the channels of the campaign's partners.

In order to disseminate your work and for you to speak out via the social media accounts of the Global Campaign for Education (Facebook, Instagram, Twitter, Flickr, the website or other media channels) dedicated to promoting GAWE and fighting to achieve SDG4, as the main goal, we encourage you to:

Share materials and photos on the website and/or on social media of your education centres and spaces, tagging the GCE (list of CME España accounts below). Furthermore, from the GCE (CME España), we will be able to further disseminate the work and speak out on your behalf.

You can also share it with the Global Campaign for Education (CME España) by sending the material to comunicacion@cme-espana.org

The email should include the following basic information:

- Name of the education centre/space:
- Who has taken part (Grades/Group/Class):
- Date and place (town, municipal area, region):

N.B. Please include the following paragraph in the email:

"[ENTITY], as participant in the activities carried out within the framework of the Global Campaign for Education, hereby grants to the entities comprising the Global Campaign for Education (GCE/CME) permission to process the personal data and images of the participants in these activities that are being shared in this email. The purpose of this data processing is to raise awareness and promote the Global Campaign for Education, as well as to disseminate the image, voice and materials of the participants through any of the media accounts or communication channels of the entities comprised in the GCE/CME. You may exercise your right to access, rectify, delete, contest or otherwise by emailing dataprotection@educos.org and the privacy policy can be found here: <https://cme-espana.org/politica-de-privacidad/>. [ENTITY] hereby guarantees that it has obtained the pertinent consent from the parents/guardians/legal representatives of the children and young persons subject to data and image processing, for submission to the member entities of the GCE/CME."

I have read and accept: _____



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