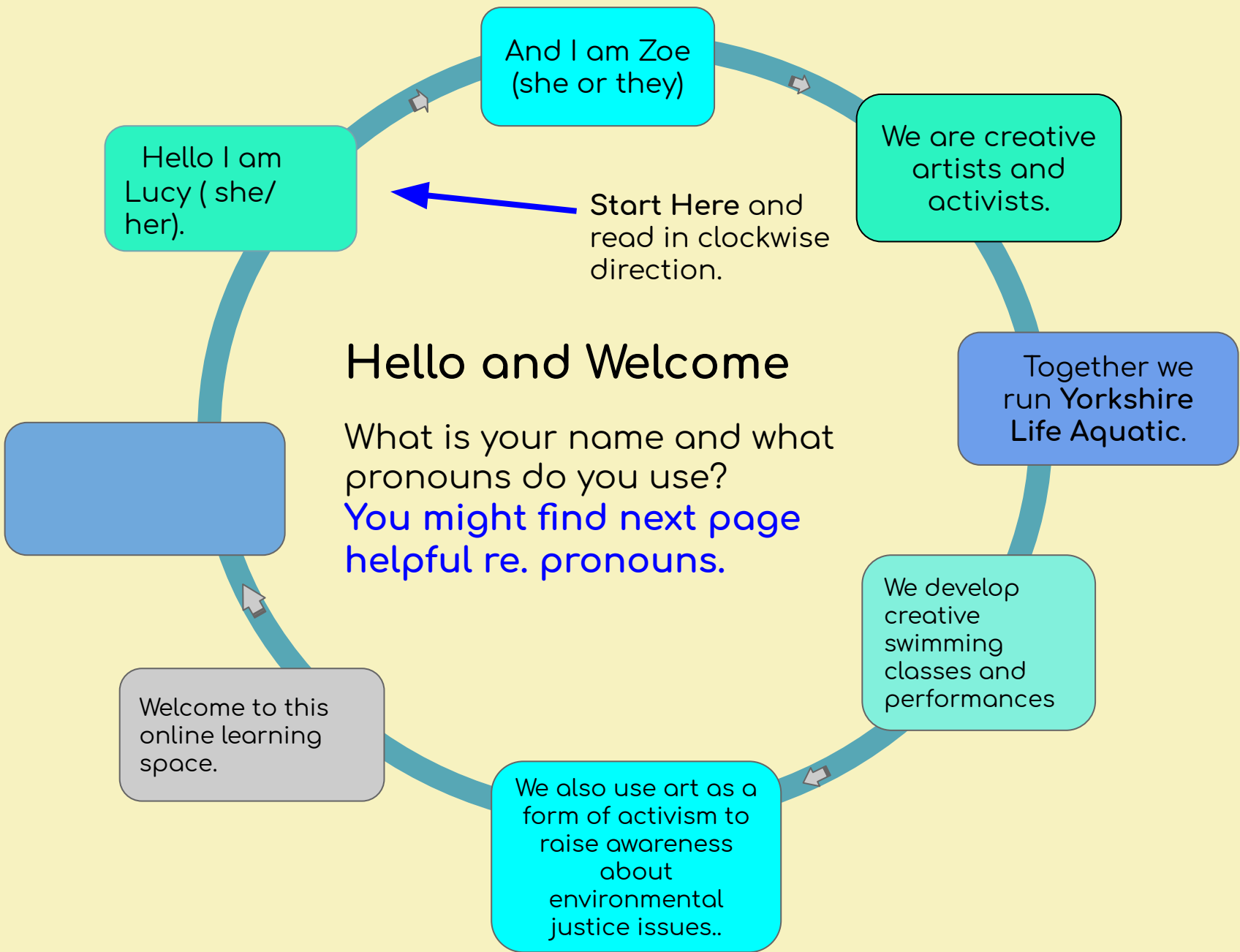




Activism: What's the point?

Welcome to 'Activism: What's the point?' an online learning resource created by

Yorkshire Life Aquatic CIC



And I am Zoe
(she or they)

We are creative
artists and
activists.

Together we
run Yorkshire
Life Aquatic.

We develop
creative
swimming
classes and
performances

We also use art as a
form of activism to
raise awareness
about
environmental
justice issues..

Welcome to this
online learning
space.

Hello I am
Lucy (she/
her).

Hello and Welcome

What is your name and what
pronouns do you use?
You might find next page
helpful re. pronouns.

Start Here and
read in clockwise
direction.

Welcome to this accompaniment to the presentation: Activism: What's the point?

This has additional information to the presentation and may help you with answering some of the question. Feel free to write in this pdf if you are able to use annotate feature or write answers in a notebook.

More about pronouns

You can't always tell what someone's pronouns are just by looking at them. It can be useful to get into the habit of telling other people your pronouns when you first meet. It's a great way to break the ice and show others that they can feel safe being their true selves around you.

By being mindful of others' pronouns, you're making a more inclusive culture for LGBTQ youth. Keep in mind, singling people out can make them feel uncomfortable, so if you're in a group setting, you'll want to ask everyone what pronouns they use – not just the people you're unsure about. And be sure to share your pronouns as well.

Initially this can feel a bit strange because you are not used to doing this.

Whether you realise it or not, by doing this on a regular basis, you're changing the culture around you.

WELCOME QUESTIONS *Add your own superpower or write a few in your notes.*

Teleportation

Flying

Infinite
time!

Invisibility

If you had a
superpower, what
would it be?

Patience

WELCOME QUESTIONS

Write in your piece of advice.

Trust many
love few
always
paddle your
own canoe

Necessity is the
mother of
invention

Listen twice as
much as you
speak.

What's the best
piece of advice you've
ever been given?

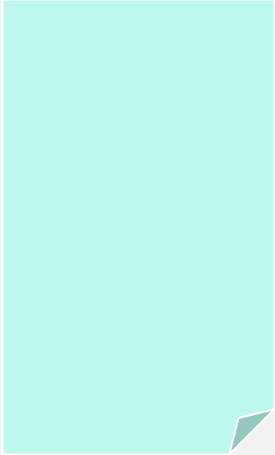
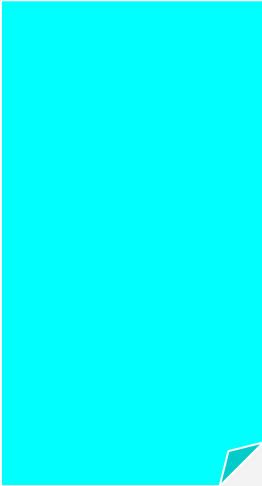
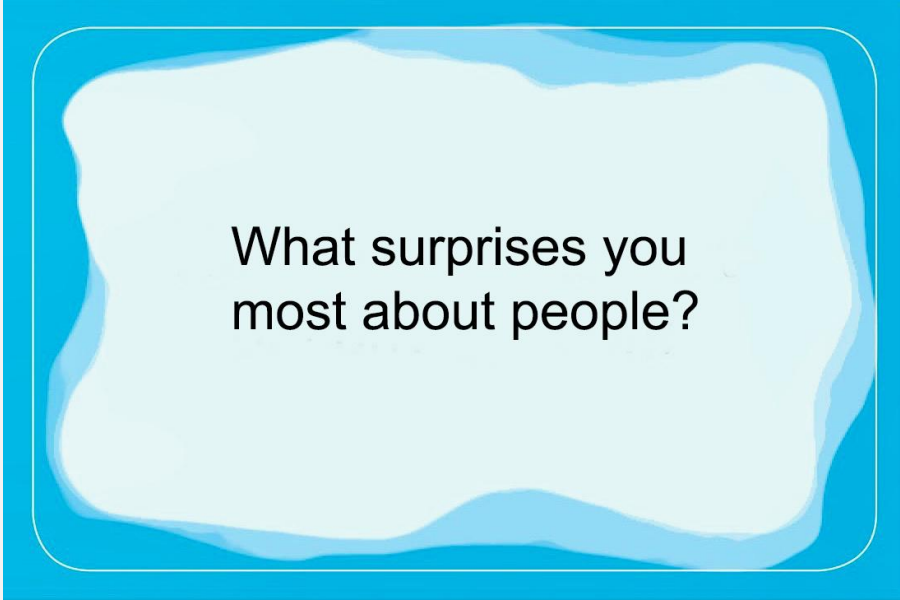
Do or Do not.
There is no
'Try'.

Hate - it has caused a
lot of problems in this
world but has solved
none.

It is what it is.

WELCOME QUESTIONS

Add what surprises you.



WELCOME QUESTIONS Write down a few things which make you angry...

It could be things that feel unfair or unjust.

What makes you angry?

It could be a particular situation that you or someone else is in that is making you angry.

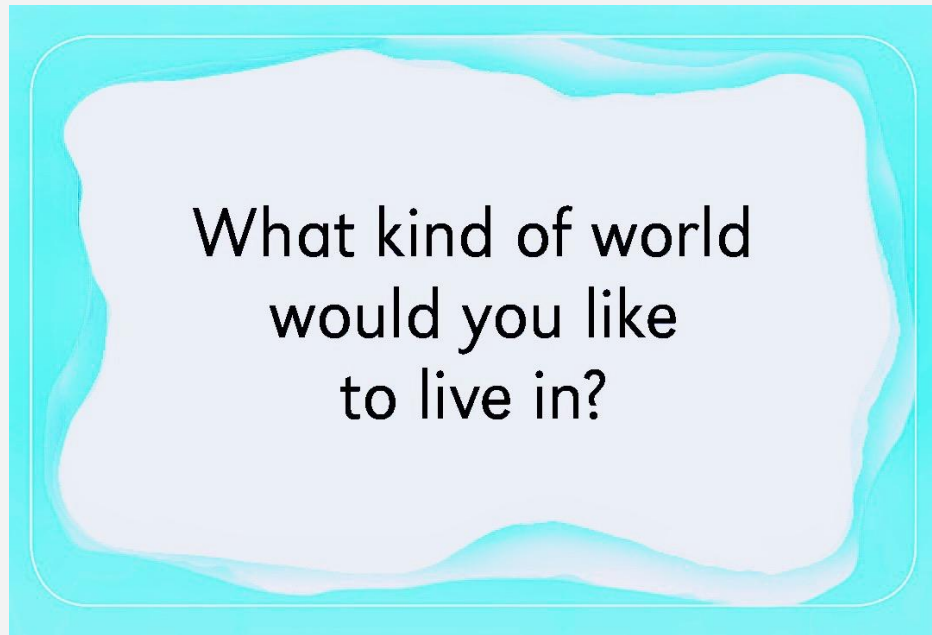
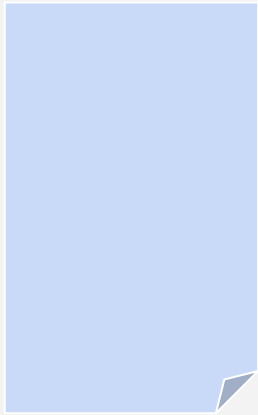
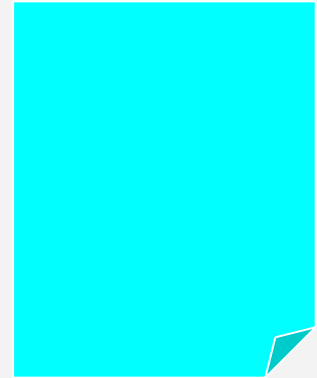
It could be the behaviours of other people or institutions.

?

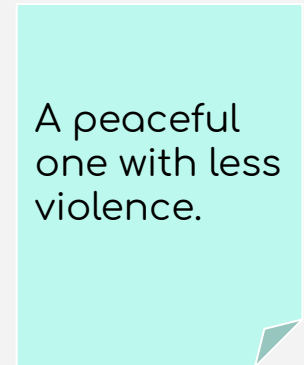
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WELCOME QUESTIONS

Double-click a post-it to add your answer.



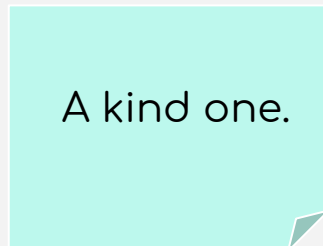
What kind of world
would you like
to live in?



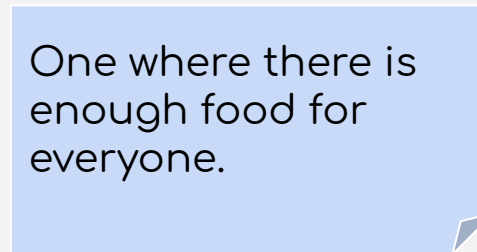
A peaceful
one with less
violence.



A more
equal and
fair one.



A kind one.



One where there is
enough food for
everyone.

So when you hear or see the word 'Activist', what do you think of? Write down a definition you like for activist.

'Recycles stuff like crisp packets.'

'Someone who stands up and fights for what they believe in.'

'A fighter for justice and people.'

?

'Someone who organises stuff in the community.'

Trade Union Representative

'Someone who does more than talk about issues, but takes practical steps to change things.'

'Passion. Campaigning for change. Commitment to a cause. Taking action.'

'People that protest and go on marches!'

'Takes action to change the world.'

'Looney lefty'

'Tree Hugger'

'Do-gooder'

Definition(s) of an Activist...

Two possible definitions....

1. A person who campaigns to bring about political or social change.
2. A person who uses direct and noticeable action to achieve a result.

Activists can do this by running campaigns, organising protests or marches, other actions like sit ins, boycotting products or companies, strikes, or other forms of civil disruption and disobedience.

Actions could also be small and repetitive to affect change such as veganism, the regular monthly Youth Climate strikes, or other actions which raise awareness or highlight a problem.

For example, John Francis refused to use a motor vehicle for 22 years, 17 of them silent, to protest the use of oil spills. He now runs a company called Planet Walker and works on oil spill legislation in the US.

Ways of influencing people.

There are many ways to influence people or get a message across.

But not many people like being told what to do.

Actions that use creative arts and performance can be a really effective and compelling way to create curiosity and avoid telling someone what to do.

A bit about the Human Aquarium.

Created by Yorkshire Life Aquatic in 2019

This was an exhibition created in Leeds City Centre. We wanted to invite curiosity about the following climate justice issues:

1. Should Seaworld and other aquariums keep whales and Dolphins in captivity so they can perform in water shows?
2. Plastic waste found in the oceans: how does it affect sea creatures and the planet?

Here are two films created about the making of the Human Aquarium. Click...

[Here](#)

&

[Here](#)



The Human Aquarium - February 2019 in St Johns Shopping Centre, Leeds

To watch film click [HERE](#)

Incredibly inspiring and such an important message. I am so proud of the exhibition because this is going to make a change.”

“An inspiring, resourceful and wonderful exhibition that will make us think of what to do to save ourworld. Thank you.”



“What an AMAZING exhibition. It made me think about the environment and the impact we humans are having on our oceans. Much better than a public information leaflet.”

To find out more about the Human Aquarium visit: humanaquarium.co.uk

Plastic Free Me - Art and Recycling Project

Local Environmental Activism looking at the effects of plastic on the environment and Young People devising campaigns that took action to raise awareness about recycling in their local area of West Leeds. Plastic Free Youth



More Youth led, local & international campaigns:



Vanessa Nakate
Ugandan Climate
Activist



Liberty is a human rights organisation based in London. Here their video on data privacy.



Youth Led
activism on
the rise Click
to find out
more



William Kamkwamba -
the Windmill Inventor
Click HERE

Click HERE to access:
campaign info and resources
for projects in Leeds.



Campaign
Bootcamp click
to find out more

Links for further research:

#PlasticFreeFebruary

#Veganuary

#BlackLivesMatter #BLM

#FoodJustice

#StopSucking

Other ways to take action:

Boycotting companies/ products

Becoming Vegan look at Veganuary

Awareness Raising

Changing own behaviour

Influencer - showing rather than telling.

Writing to your MP or Councillors

Art as Activism - comedians, poets, sculpture, installations, choreography, participatory work, theatre of the oppressed

Useful orgs:

Greenpeace

Surfers against Sewage

Racial Justice Network

Practical Task : Where you live.

Go for a walk around your local area.

What do you notice?

What do you like about it?

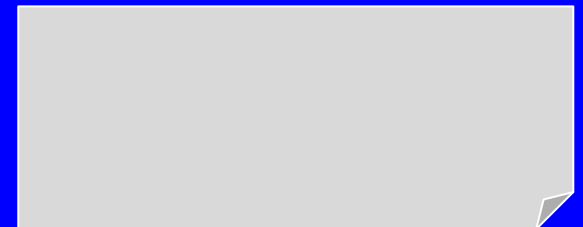
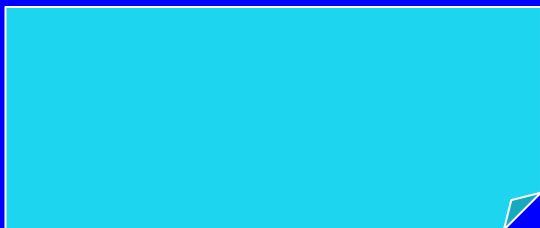
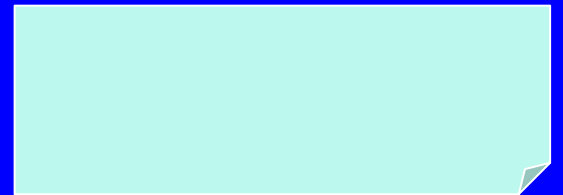
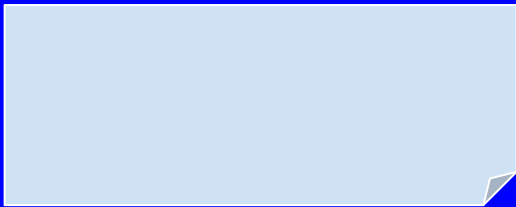
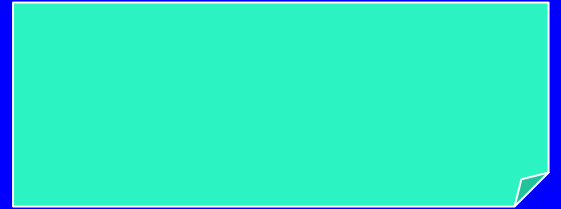
What do you dislike?

What do you notice about the condition of the area (roads, green spaces, shops and other amenities)?

Does it feel safe?

Is there anything that you would like to change about where you live?

Where you live: write your observations here or you can add them to your notes.

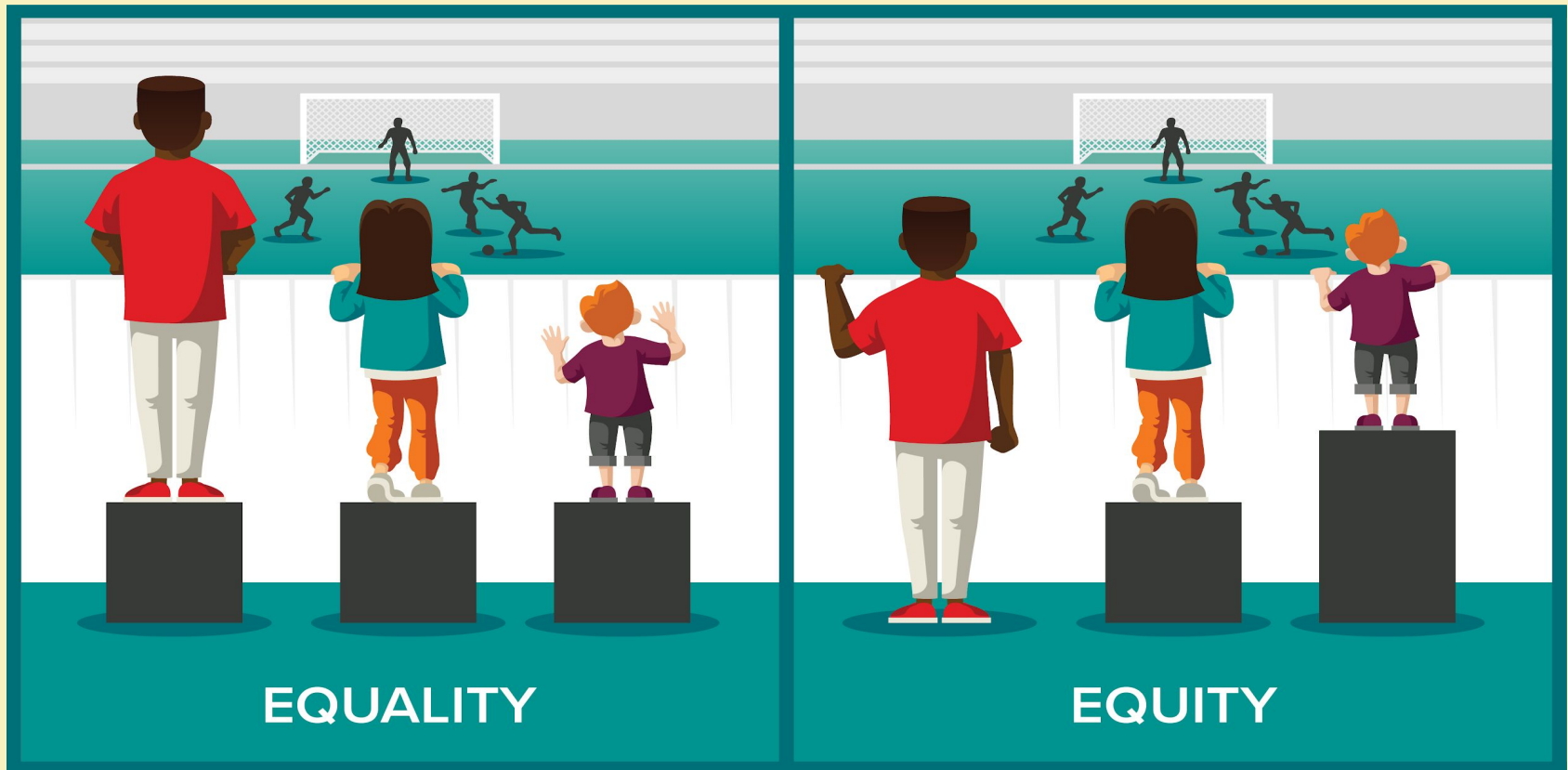


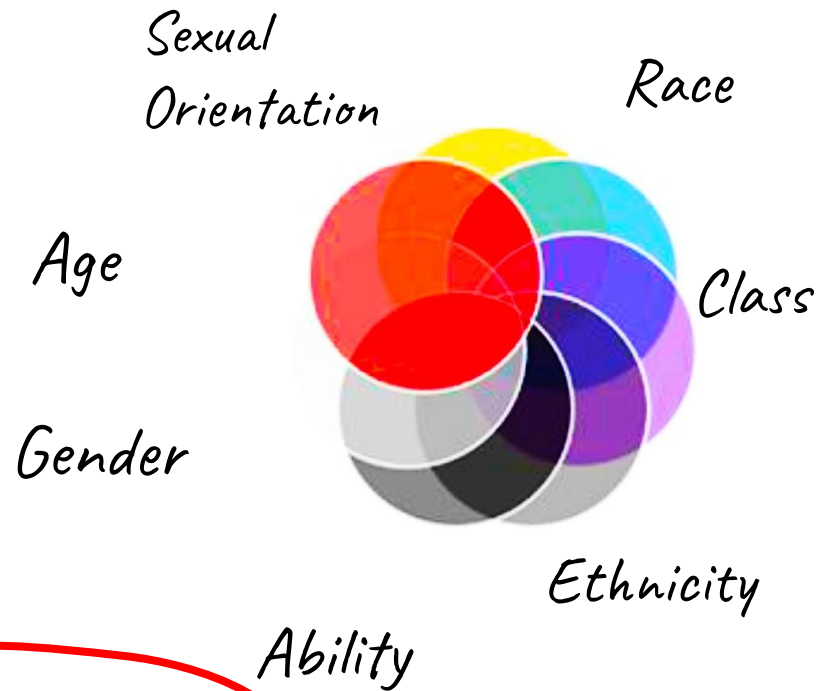
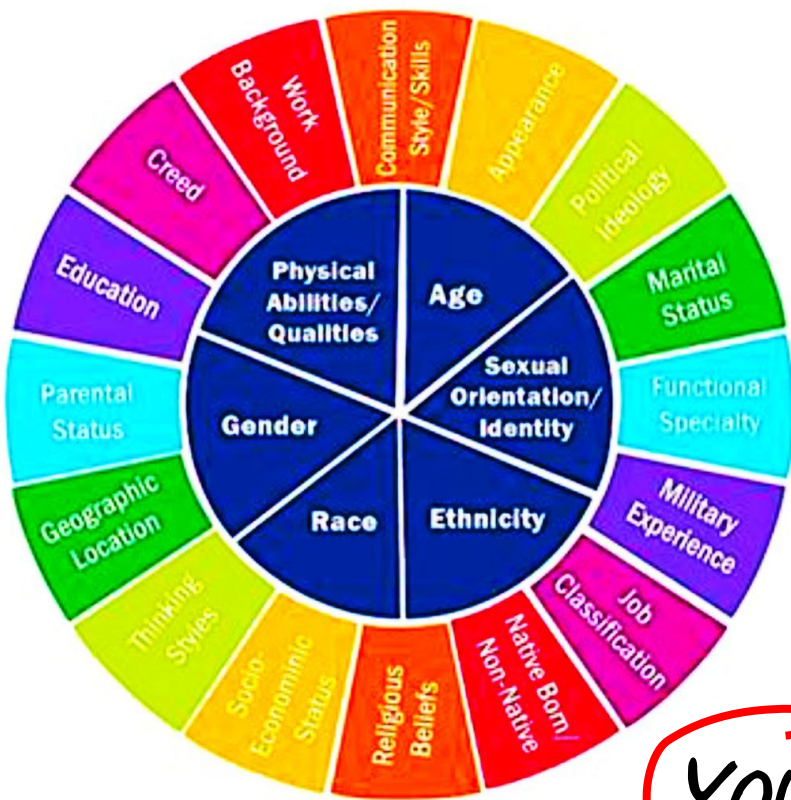
How privileged are you ?

Privilege comes from Latin '*privilegium*' meaning '*a law for just one person*' and means a benefit enjoyed by an individual or group beyond what's available to other individuals or groups.

Equality v Equity = People have different access to things because they are different.

Illustrated here with a fence and individuals of different heights. If everyone gets the same support (equality) it doesn't mean everyone gets to access the same level of privilege. People need different things to get a comparable benefit (equity).





YOUR IDENTITY

Who we are (our identity) is shaped by many factors: age, education, class, race, nationality, ability, gender, appearance, beliefs, parental status...

Above are diagrams that show some more examples of parts of our identity.

These factors also influence what we think, our values and what matters to us.

*Pause for a
moment...*

Thinking about your identity.

What about your identity matters to you?

How does it influence your actions ?

How does it affect how other people treat you?

Take 10 mins to think about this and write down some notes.

This will help you with the next task.

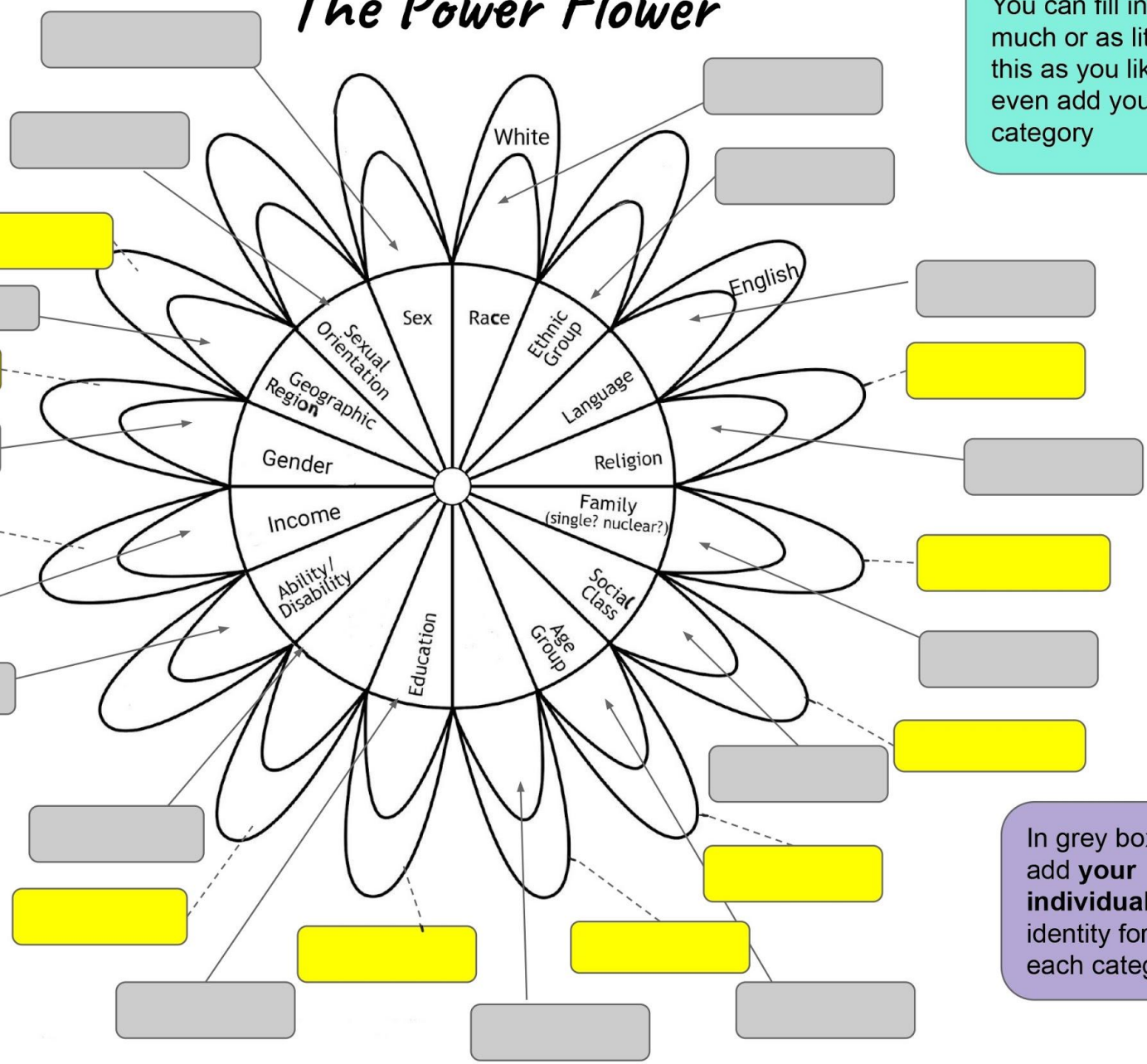
Feel free to refer back to the previous slide about Identity.

The Power Flower

ADD THE MISSING DOMINANT POWERS TO EACH OUTER PETAL

We've started you off on some of them...

You can fill in as much or as little of this as you like. Or even add your own category



How many of your **inner petals** match the outer ones?

This indicates your **individual** social power.

In grey boxes add **your individual** identity for each category

More about the Power Flower

Link to full article The Power Flower - A Tool for Everyone

<http://lgbtq2stoolkit.learningcommunity.ca/wp/wp-content/uploads/2014/12/flower-power-exercise.pdf>

The Flower Power is a tool developed by Canadian Social Change Educators. It is used to identify who we are (and who we are not) as individuals and as groups. This is in relation to those who have power in the society or place that you live in.

The centre of the flower is divided into 16 segments representing categories of social identity. These are structures within society.

The centre is surrounded by a double set of petals. The outer petals represent 16 of the dominant or powerful groups within each of the categories.

You will need to identify the dominant groups are for each category.

This might be tricky to work out but consider what is generally considered 'normal' in that category and who tends to have power. (Note: If the people in this category are protected in UK law then they are not the dominant identity in that category.)

Examples: Race, in UK Society where 87% of the population are white, the dominant group is almost unequivocally white. For Language, it is English since speaking and understanding english gives you many advantages over people who do not.

The inner petals are for you to fill in to describe your individual social identity within each category

The point of the exercise is to discover how close or distant each individual is to the dominant identity of the society they live in. Another way you could think about this as being where you are 'mainstream' like and where you are in a 'margin' or marginalised.

Compare how many of your inner petals match the outer petals (dominant group) and this will give you an idea of how much social power you have.

What to do...

1. Add to the outer petal the dominant power of each category (write in yellow boxes).We have written some in already. So for instance, white is the dominant power in the category of race in the UK.
2. Next add in what you think your individual identity is (add this into the corresponding grey boxes).
3. Add in additional categories that you feel are missing and relevant.
4. Compare your inner petal (your power) with the outer petal (dominant power) to see where you have power.

Notes on categories:

Race - (White/ Person of Colour) Race is a social construct that defines groups of humans based usually on shared physical traits generally viewed as distinct by society. In this case the distinct physical traits we are using are skin colour (very simply you can be white or not white (also referred to as person of colour/black/ asian/ mixed or dual heritage also known as BME or Black Minority Ethnic or BAME). Person of Colour (POC) includes all non white people: black, asian and indigenous people. In uk, categorization is less defined and can be mixed up with ethnicity and nationality.

Sex (Male/ Female) - The UK government defines sex as: the biological aspects of an individual as determined by their anatomy, which is produced by their chromosomes, hormones and their interactions, generally male or female. It is something that is assigned at birth. Individuals may have advantages because of their sex.

Gender (Cisgender or transgender) - Most people who are assigned female at birth identify as girls or women, and most people who are assigned male at birth identify as boys or men. These people are cisgender (or cis). Some people have a gender identity that doesn't match the sex they were given at birth — for example, they were born with a vulva, vagina, and uterus, but they identify as male. These people are transgender (or trans). Transgender is the “T” in LGBTQI+

Geographic Region/ where you live - Where you live influences your identity and gives you different levels of privileges.

Sexual Orientation - This relates to sexual preferences in terms of gender and sex. Common terms / categories include heterosexual, homosexual, bisexual, gay, polyamorous or other. The dominant orientation is heterosexual since most of the population would identify as this and this is the social 'norm' in many society/ cultures.

Ability / Disability - People can have varying physical and neural abilities. There are many differences and variations. Common terms used to describe some differences include: neurodiverse, physically disabled, physical impairments, deaf, visually impaired, wheel-chair user, cerebral palsy, down syndrome. There are many more. Many people prefer the term impairment rather than disabled or neurodiversity over autistic / mental disability. It also includes people living with mental or physical health problems such that it impairs their life. It could be viewed that the society/ culture 'disables' people because it does not cater for them within its structure. Able-ism is the discrimination against disabled people

Ethnicity - Ethnicity recognizes differences between people mostly on the basis of language and shared culture.

Income - You can have a low or high income (or any where in between). Wealth can be in property and the things you own, the inheritance you may be likely to receive, the wealth of your family, or your own 'disposable income' ie the income you earn, can spend freely. More wealth offers more security and more choices/ freedoms.

Class - Traditionally there are three social classes in UK. This was reclassified in 2017 census as 7 classes. Elite. Established middle class. Technical middle class. New affluent workers. Traditional working class. Emergent service sector. Precariat. These seven categories are determined by a range factors including wealth (capital) but also social and cultural capital. More explanation in this link. <https://www.bbc.co.uk/news/uk-22007058>

Language - the language that you speak fluently determines a lot about what you do and do not have access to. For the majority of people this will be the native language of the country within which they live. This is not the case for everybody.

Age - Age can affect how others treat us and what we are entitled to by law.

Education - people receive different amounts and quality of education. Education gives access to many things.

Religion - There are many different religions. These have a different dominance within our society/ culture. Many people also do not follow any religion.



What are you passionate about?

Can you make a list of a
few issues in society that
you would like to change...

Consider the statement:
“Activism is important.”

Where would you put yourself on this scale where 5 is strongly agree and 1 is strongly disagree.



1
[disagree]

5
[agree]



Or maybe it is something not listed?

Ways you can make a difference?

What practical things could you do to help raise awareness of an issue you care about?

Here are a few examples

Petitions

Leaflets

A Social Media campaign

#Hashtag campaign

Make a pledge

Writing to your MP or Councillors

Writing Songs, poetry, sculpture, installations, dance.

Art & Photography

Can you think of anymore?

Can you think of a campaign you could run about the issue you picked?

How could you raise awareness of this issue?

Aim?

Who is your target audience?

Plan of Action?