

Creative Insights Topic Guides & Creative Activity Prompts

Workshops

All workshops were held over a period of four days, each day comprising four one-hour sessions. The activities in Leeds and Glasgow varied according to the expertise of each partner organisation, with Impact Arts in Glasgow focusing on visual arts and Leeds Playhouse focusing on performance. Discussions were participant-led and followed each group's individual interests, leading to variation in topics between groups. Development of workshops was iterative and feedback from each group was implemented to improve subsequent sessions, including changes to activities between workshops. The first workshop in Glasgow in particular was different to the others as it was used as a pilot for activities and discussion topics.

Workshop Day 1

Led by a creative facilitator (from either Impact Arts or Opera North): Discuss consent, establish code of conduct, use of data and recording of sessions

Opening: Introduction to creative activities by facilitator – guidance on materials, activities and focus on health inequalities.

Introduction and discussion of health inequalities

Discussion will focus on perceptions/views on:

1. Unfair and avoidable differences between people's health that are not due to individual choice
2. The covid-19 pandemic, and range of differences in experiences and impacts across society
3. The impact of health inequalities across society

Content to stimulate discussion will include materials in a variety of formats and media, such as:

Photo Essay: O'Carroll & Smith (Guardian, May 2020), Life on the road during coronavirus lockdown <https://www.theguardian.com/artanddesign/2020/may/12/life-on-the-road-during-coronavirus-lockdown-photo-essay>

Health Foundation Report: Jordan, Kane & Bibby (2019), A health foundation for the future: The final report from the Young people's future health inquiry

Discussion will inform the focus of creative activities that will be introduced in the first group session of the day, and individual activities.

What makes a healthy person?

Purpose: To start the group thinking about health inequalities under the guise of what it means to be healthy.

Introducing health inequalities: Covid-19 and the social determinants of health

Zoom activity – 45 minutes (not including warm up, video or wrap up), suited for 4-10 participants, aged between 14 – 20 years old.

Two facilitators – one to scribe on whiteboard and one to lead discussion/questions. Aim of the discussion is to

1. gain insights into young people's understanding of health, and
2. encourage young people to think about how individual health is shaped by the social determinants of health.

Warm up activity – short fun activity that gets people talking and establishes Zoom etiquette (e.g. turn-taking and mute) e.g. facilitator asks two questions (and puts in chat) “pineapple on pizza: yes or no?” and “what one thing did you miss during lockdown?” then nominate a person in the group to go next.

Discussion

- Co-facilitator shares whiteboard screen and draws a stickman.
- Facilitator asks one of the young people to name the person and pronouns.
- Facilitator poses the questions: What things have shaped how healthy this person is? What things might make a difference to how well they have fared during the pandemic?
- Co-facilitator takes notes on each idea/comment.
- Facilitator probes on each issue raised, particularly where issues of inequality are not immediately raised, e.g.:
 - Participant answers “the food they eat, how healthy their diet is, how much junk they eat”, facilitator follows up with “what might impact what food people have available to them?”, encouraging young people to discuss inequalities surrounding access to food.
 - Participant answers “how much exercise they get”, facilitator follows up with “what do we need to be able to exercise?”, prompting discussions around public/green spaces and neighbourhood safety.

Co-facilitator groups and colour-codes answers to reflect individual social determinants of health.

- At the end of the discussion, the facilitator shares screen of the Covid-19 online tool which serves as a visual aid to systematically summarise and link discussion to the social determinants of health.
 - Facilitator hovers over each tile (access to food, access to healthcare, housing, relationships, transport, education, employment and income, mental health and environment) and recaps what ideas/comments were made in relation to each issue.
 - If participants have not mentioned anything relating to a particular issue, facilitator can click through and give time for independent reading or read aloud or ask participants to volunteer to read out.

What does a healthy person look like? What is a healthy person?

Build character/s to understand what we think this looks like. Explain there is wide number of factors that result impact health inequality and they are not all as simple as this.

Provocations:

- What do they do? How much money do they earn? How did they get this job?
- What are they called? Links to Who is in their family?

- What was their experience growing up?
- What do they look like?
- What do they wear?
- What do they eat?
- Where do they shop for groceries?
- Where do they live? How many bedrooms do they have? Do they have a garden? (Housing?)
- Do they know their neighbours?
- Where can they walk in their local area?
- Where is the nearest shop?
- How do they get to work?
- How do they travel outside of work?
- What do they spend their time doing/weekly routine? (Healthy habits?)
- Where did they go to school? Did they go to university? How smart are they? (Education)
- Who did they vote for in the last election? (Politics)
- Do they feel represented in local and national government?
- Do they encounter prejudice/discrimination?
- How do they feel about the pandemic?
- How are they coping with lockdown?

Did we get everything?

Opportunity to share screen and look at how some of these things effect COVID and inequalities in the pandemic: <https://covid19tool.sphsu.gla.ac.uk/>

Other factors:

- Are they facing any health inequalities we haven't thought about? Are they struggling?
- Have we thought about what their mental health may be?
- Life expectancy?

Open up a discussion about wider external factors.

Dialectograms

Participants are asked to draw a place-focused vision of the experiences during the pandemic, e.g. <https://www.redroadflats.org.uk/wp-content/uploads/2010/12/Concierge-Station-full-web3.jpg>

Descriptions of dialectograms and discussions around pandemic experiences follow.

Provocations:

- Where did you spend the most time during lockdown?
- What places and objects were most important to you during this time?
- How have you spent your time?
- Who did you see/not see?
- How have relationships changed during this time?
- What was a typical lockdown day like? What was an exciting lockdown day like?
- Are you in school/work? How has it changed?

- What have been the best/worst parts of lockdown?
- How do the places we spend our time affect our health?
- Have you felt more/less able to focus on your health during lockdown?
- How would someone else's dialectogram, e.g. a key worker, be different?

Bank note design

Introductory questions:

- What can you see on a bank note?
- Who is featured on the bank notes now? Why?
- Who deserves to be on a bank note?

Share examples from other countries (e.g. Brazil has animals on theirs—why might they do that?)

Design:

- Draw your own version of a UK bank note, featuring who or whatever you think should be the focus of a banknote

Creative writing activity

Personal experiences of the lockdown

Write about personal experiences of the pandemic, you may want to think about some of these questions.

- How have you found lockdown?
- How has it changed your day-to-day life?
- How has it changed your outlook/hopes for the future?
- Is there thing you angry about?
- Is there anything you've learnt over the last year? About themselves or the world?

Participants come back together to share their writing

Closing

Facilitator thanks all for participating – highlights participants' pre-existent understanding of health inequalities and the social determinants of health, and gives encouragement of the range of really important issues the participants have engaged with

Co-facilitator can share link – <https://covid19tool.sphsu.gla.ac.uk/> and encourage young people to look through pages and complete polls. Supporting video to support understandings for before or after activity <https://www.facebook.com/watch/?v=2536146659978974>

This video from BBC Newsnight from early in the pandemic (May 2020) explores how coronavirus might have been making unfair differences in people's health and wellbeing worse.

Workshop Day 2

Opening: Reiterating code of conduct, revisiting consent, establish schedule and topic for the day, address any issues raised by participants

Warm-up game: Which picture do you feel like right now (e.g. <https://i.redd.it/aysyzncfwfm61.jpg>), who leaves their Zoom frame the slowest, list-making activity (fruits, things in your bag, things you miss from before lockdown, etc.)

Movement Activity

Make a list of habitual actions you performed during lockdown, e.g. brushing teeth, eating, practicing an instrument, studying, reading, playing games

Practice repeatedly miming these activities all together

Group practices turning cameras on and off and then beginning their miming

Eventually, it becomes a performance with each participant turning their camera on and beginning their mimed routine

Participants choose background music

Solutions Poll

Watch video: <https://www.health.org.uk/videos/watch-how-has-the-pandemic-impacted-young-people-in-the-uk>

Discussion about effects of Covid on young people specifically, followed by poll of solutions to solve these problems after the pandemic.

Solutions poll areas:

Which solution in each of the following areas would you prefer to implement to improve inequalities post-Covid?

1. Education
 - a. Provide free educational training for everyone under 21
 - b. Provide free laptops and broadband in more deprived areas
 - c. Provide YouTube tutorials on key subject areas
2. Work and employment
 - a. Government should increase minimum wage and improve working conditions for everyone
 - b. Create more apprenticeships and training opportunities for young people
 - c. Provide online resources on retraining opportunities
3. Mental health
 - a. Tackle uncertainty by protecting people's jobs, incomes and working conditions
 - b. Provide mental health services for young people in schools
 - c. Create a free mindfulness app
4. Income
 - a. Offer universal basic income
 - b. Increase Universal Credit payments

- c. Develop a free budgeting website
- 5. Relationships
 - a. Government should fund more spaces where people can socialise for free
 - b. Government should increase funding for community and youth groups
 - c. Government should create an app to tackle loneliness

Short qualitative group discussion

- Which option did you pick? What appeals to you about this solution?
- What made you pick this solution over the other options?
- Who would it benefit most? Who would it benefit least?
- Would it benefit young people?
- How easy or hard would it be to realise this solution? Why?
- Does everyone agree? Is there anyone who disagrees?
- Why?
- Did anyone pick a different option?

Post discussion activity:

- Submit a word into Slido about how you are feeling post-discussion or thoughts around what we discussed

Priorities

Top three: Given what young people are facing what is most important to you? - What's the most important to young people right now in the world?

List of COVID implications:

- Mental Health
- Education
- Work/Employment
- Income
- Housing
- Relationships
- Environment
- Climate
- Ethnic/racial justice
- Gender justice
- Substance use

1. Decide
2. Submit to Slido
3. Discussion about why participants chose their highest and lowest priorities, and why the activity was or was not difficult

Kahoot! Quiz

Questions about inequalities—young people are not expected to know the answers

Creative facilitators ask participants after each question if they are surprised by the answer, why they chose the option they chose, and give additional context or information as needed.

Leeds

1. True or false. On average, a baby born in Westminster will live 10.5 years longer than one born in Blackpool.
 - a. True x
 - b. False
2. Which country had the highest COVID mortality rate...mortality rate per 100,000 people?
 - a. US
 - b. UK x
 - c. Brazil
 - d. Vietnam
3. In the UK, Black British men are 4.2 times as likely to die from COVID-19 than their White counterparts. True or false?
 - a. True x
 - b. False
4. Jeff Bezos, the founder of Amazon, makes 9.6 million pounds per hour. How much does an average British person earn in an hour?
 - a. 15.14 x
 - b. 5.00
 - c. 8.20
 - d. 21.00
5. The world's richest one per cent own a third of the wealth in the whole world.
 - a. True
 - b. False x (They actually own half of the world's wealth)
6. Which one of the following countries does not have free healthcare?
 - a. UK
 - b. USA x
 - c. Poland
 - d. Canada
7. In England, how much of the land does the richest one per cent of the population own?
 - a. Half x
 - b. Third
 - c. Quarter
 - d. Fifth
8. In the UK, which city has the lowest life expectancy?
 - a. London
 - b. Leeds
 - c. Glasgow x
 - d. Edinburgh

Glasgow

1. True or false: In 2020, Glasgow was declared a Global Green City.
 - a. True x
 - b. False
2. Every new-born baby in Scotland receives a Baby Box from the Scottish Government. What is in this box?
 - a. Baby clothes
 - b. Baby books
 - c. A bath sponge
 - d. All of the above x
3. This is a photo of the 2019 school strike in Glasgow. What did the young people demand?
 - a. Government action against climate change x
 - b. Free school meals
 - c. Extended school holidays
 - d. Increased school funding
4. Which country provides free, full-time, state-run nurseries for all children?
 - a. Scotland
 - b. United States
 - c. Germany
 - d. Hungary x
5. In March 2020, Luxembourg became the first country in the world to introduce:
 - a. Free food
 - b. Free education
 - c. Free public transport x
 - d. Free internet
6. The Battle of George Square, in Glasgow, took place in 1919 between workers and the military. What did the workers want?
 - a. A 40-hour working week x (They ended up with 47 hours/week)
 - b. Seaside holidays
 - c. Free meals at work
 - d. Free healthcare
7. How much is the annual tuition fee at Norwegian universities?
 - a. 19.20
 - b. 10,774
 - c. 2,120
 - d. 0 x
8. Who led the recent campaign for free school meals in England?
 - a. David Attenborough
 - b. Boris Johnson
 - c. Marcus Rashford x
 - d. Lewis Capaldi
9. Which of the following countries was declared Covid-free? (circa early 2021)
 - a. Scotland
 - b. New Zealand x
 - c. Sweden

- d. United States
- 10. Which country conducted an experiment where they gave people free money?
 - a. Finland
 - b. Kenya
 - c. Scotland
 - d. All of the above x

Protests and printmaking introduction

Creative facilitators share examples of protests and social movements and the signs, slogans and imagery used by the protestors

- BLM: https://i0.wp.com/post.healthline.com/wp-content/uploads/2020/07/Protest_Overhead_1296x728-header.jpg?w=1575
- Climate: <https://grist.org/wp-content/uploads/2019/02/gettyimages-1125037538.jpg>
- Gender: <https://i.insider.com/59fa2d607c6c143d630a0f3a?width=300&format=jpeg&auto=webp>
- Farmers: <https://s18798.pcdn.co/globalasiacourses/wp-content/uploads/sites/5809/2020/12/farmers-and-workers-strike-in-india.jpg>
- Workers: <https://i.insider.com/5fc0d4d7037cbd00186128b5?width=1000&format=jpeg&auto=webp>
- Civil rights: <https://static.scientificamerican.com/sciam/assets/Image/2021/SII/sa0321Morr08.jpg?w=&fit=bounds>

Discussion with young people about these movements

- What colours are featured in each campaign and why?
- What slogans or phrases are used?
- Have any of you been to a protest like these? E.g. youth protests for climate action
- Do you think collective action like protesting is effective?

Creative facilitators demonstrate printmaking to participants using styrofoam blocks to carve designs and paint to print images onto paper, setting up for making posters as their final artwork.

Money burning activity

Creative facilitator pretends to be ready to burn a £10 note if the group does non unanimously decide what to do with the money in five minutes.

- Who deserves the money? Why?
- How much would be enough to make a difference for one person? 1,000 people? 1 million people?
- How easy/difficult was it to come to a consensus in the group? What if the group were bigger or it were more money?
- Does anyone disagree with the final decision?
- Is it better to give money directly to people or invest it in services?

Cool down activity

Submit one word to describe how you're feeling to Slido, breathing and stretching exercises, self-portrait drawing, draw 10 circles and make each one into a different object as quickly as possible

Informational materials:

Photo essay: MSF responding to Covid-19 <https://www.msf.org/msf-responds-covid-19-pictures>

Public Health Scotland Report: Wealth inequality <http://www.healthscotland.scot/health-inequalities/fundamental-causes/wealth-inequality>

Opinion article New Economics Foundation: Redistributing power, not nudging people is the way to improve health <https://neweconomics.org/2018/09/redistributing-power-not-nudging-people-is-the-way-to-improve-health>

Workshop Day 3

Opening: Reiterating code of conduct, revisiting consent, establish schedule and topic for the day, address any issues raised by participants

Warm-up activity: convince a difficult ticket seller to sell you a train ticket, everyone names a different vegetable and people are eliminated when they repeat or can't think of one, make the tallest sculpture you can out of objects around you

Utopia

Paste Wikipedia definition in chat: *A utopia (/juːˈtʊpiə/ yoo-TOH-pee-ə) is an imagined community or society that possesses highly desirable or nearly perfect qualities for its citizens*

Examples of utopias from literature and pop culture, e.g. Garden of Eden, Plato's Republic, Neverland /Utopia in film: The Jetsons, Back to the Future II, Her, Interstellar (the end), Tomorrowland

Introduction on Utopia:

Close your eyes and imagine:

- What can you see, hear, smell?
- What is it like to live in Utopia? How do people feel?
- What resources do they have – basic needs, food, water, shelter?
- How much spare time do they have?
- What do they do with it?
- What is it like to be a young person?
- What is it like to be in Utopia?
- What is a perfect society?
- Think about healthy person from day 1 activity- where should they live to live in the way they need?

Time to draw your Utopia: Discuss what they have drawn and why. Write key words around it.

The map from day 1 is a good example of key words with drawings

- What does Utopia mean to you?
- Share what people have done (use frameworks below to draw out their big thoughts if not giving them)

Establish framework for discussion

- Let's try and forget for a moment what the world looks like at the moment: we're going to imagine an alternative world [not linked to a place/country, not linked a time in history]
- We're not concerned with what is realistic and what is unrealistic
- We may disagree about what is ideal – that's okay, the aim is to explore where we agree and where we disagree
- If you disagree, please say what you think because it's really useful for this conversation, and it's important that you have a say

Continuation of utopia discussion

- How do get there? What do we need? Bring Utopia to Leeds
- Where would we start? What would be the first thing we would put in place?
- "We made the world this way, so if we were to start from scratch..."
- Do you know of anything anywhere else that would work for Leeds?
- What would be the key areas we would have to look at?

Explore 4 aspects of Utopia:

What would Utopia look like in relation to the different aspects of society?

- a. Economic – what do industry and jobs look like? How does money/capital circulate?
- b. Social – what are relationships, interactions and communities like?
- c. Cultural – what ways do people spend their time? What are their values and beliefs?
- d. Environmental – what spaces and places do they inhabit? What does this look like?

In this dream, where is the power?

Self-guided time for envisioning? Free-writing, doodling, thinking aloud and recording thoughts.

All report back to group, turn-taking.

Utopia: how do we get there?

- Where are we now?
- What actions need to be taken?
- Who has the power to make these changes? (local government, communities could be given more power)
- Who needs to hear this?
- Are Young People's voices heard in the place?
- Find tangible things to use in the advert

Wright, Erik Olin. (2010) Envisioning real utopias.

Examples: Participatory City Budgeting, Wikipedia, The Mondragon Worker-Owned cooperatives, Unconditional Basic Income

For second session: http://grcd3021-f17.studiojunglecat.com/wp-content/uploads/2017/07/Wright-ErikOlin_GuidelinesForEnvisioningRealUtopias.pdf

Focus on one of the four areas above for final poster

Campaign advert

Design you a radio advert for this idea, here is some videos and pre-existing PH campaigns to spark your imagination: <https://www.thedrum.com/news/2020/08/19/just-what-the-doctor-ordered-the-best-public-health-campaigns>

- Can we create a beautiful picture?

Can we do this vocally – invite the audience to close their eyes?

Starting with visual examples and moving on to more representations of the utopia in how people live, work and policy etc.

- Who is it for?
- Design a Public Health Campaign for Advocacy?
Who is the Audience/the Government?
- Different Audience for Each Group?

Closing: share one word about how you're feeling in Slido, line drawing without taking pencil off paper

Poster making

Design a poster focusing on one of the areas of utopia (social, cultural, economic, environment). Use the information presented on campaigns and social movements, slogans and printmaking to develop the concept.

Informational materials:

Personal stories of gender and health inequalities How Covid-19 is changing women's lives
<https://www.bbc.com/worklife/article/20200630-how-covid-19-is-changing-womens-lives>

Infographics National Geographic: Racial inequality infographics in the US
<https://www.nationalgeographic.com/magazine/2018/04/race-ethnicity-inequality-life-health-wealth-education-infographic/>

Opinion article Vox: Coronavirus isn't transphobic. But America's economic and health systems are.
<https://www.vox.com/identities/2020/4/3/21204305/coronavirus-transgender-economy-health-care>

Photo essay National Geographic: Flood, Drought, and Climate Change Photos
<https://www.nationalgeographic.com/environment/photos/climate-change/>

Podcast Weekly Economic Podcast: How do we win a green recovery?
<https://neweconomics.org/2020/08/weekly-economics-podcast-how-do-we-win-a-green-recovery>

Workshop Day 4

Opening: Reiterating code of conduct, revisiting consent, establish schedule and topic for the day, address any issues raised by participants

Warm-up game

Rehearse and prepare for final performance, share art with group members

Showcase

Audience of researchers, creative practitioners, youth workers etc. invited to watch final presentation of artworks on Zoom

Evaluation

Reflection on the topic of health inequalities, on participation in the workshop as a whole, showcasing (WIP) artistic outputs, discuss what happens next with the outputs and the research project

Questions:

1. How did you feel about using Zoom for this workshop?
 - a. Is there anything you like/don't like about using Zoom vs being in person?
 - b. How does this workshop compare to other activities you've used Zoom for?
 - c. Would you have preferred to do this workshop in person?
2. Over the four days, did you feel like you were able to say everything you wanted to say?
 - a. Was there anything you wished you could have said but didn't?
 - b. Did you feel comfortable sharing everything you wanted to?
3. How do you feel about the creative activities we did?
 - a. Have you enjoyed them/not?
 - b. Have they been interesting/uninteresting?
 - c. Were there any you would prefer not to do again?
4. Have you been able to get to know the other group members enough?
 - a. Have you learned about each other's interests and views?
5. Did any of the tasks make you think differently about some of the things we talked about?
 - a. Did you learn anything new?
 - b. Would you be interested in learning more about health inequalities?
6. How would you describe the whole week?
 - a. How has it made you feel?
 - b. If you could sum it up in one word what would it be?