



# THE CONSTELLATIONS TOOLKIT

A self-guided tool for social change agents to reflect, time travel, and co-create as individuals and communities.

 JustLabs

## **CONSTELLATIONS TOOLKIT**

A self-guided tool for social change agents to reflect, time travel, and co-create as individuals and communities.

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# SESSION 1: INTRODUCTION TO CONSTELLATIONS

Where are we going on this journey?

*Session creators and facilitators: Ella Scheepers & Ishtar Lakhani*

## LEARNING OBJECTIVES:

- Introduction to the journey
- Establish Council
- Establish how to work together as a Constellation



[Your click here for the session's playlist](#)

## INTRODUCTION: WHAT IS THIS JOURNEY AND WHY ARE WE CALLING IT A JOURNEY?

Within the world of social justice and human rights, human rights practitioners, advocates, and activists often speak about social change. We believe long-lasting, far-reaching, structural change will better the lives of the communities we represent, serve, and advocate for.

Our theory of change is that if thoughtful work is done to question our context, the narratives that inform our lives and communities, and how we see the world, then any social purpose work done after that will be deeper, more impactful, and more effective. The Constellations Journey is a toolkit that is comprised of six sessions with respective activities that facilitate deep (and often uncomfortable) reflections about our relationship to self, to others working on shared goals, and our relationship with the world we're trying to change.

## CONSTELLATIONS AS A METAPHOR

In astronomy, a "constellation" is a perceived pattern or outline formed by a cluster of stars. A constellation is recognized when we as humans make connections and tell stories that correspond with our experience and trace them onto physical entities (stars). We call on this metaphor to help ground the idea that individuals (stars) are part of various communities, organizations, and collectives (constellations) that collectively map out the greater system (galaxy) we are a part of.

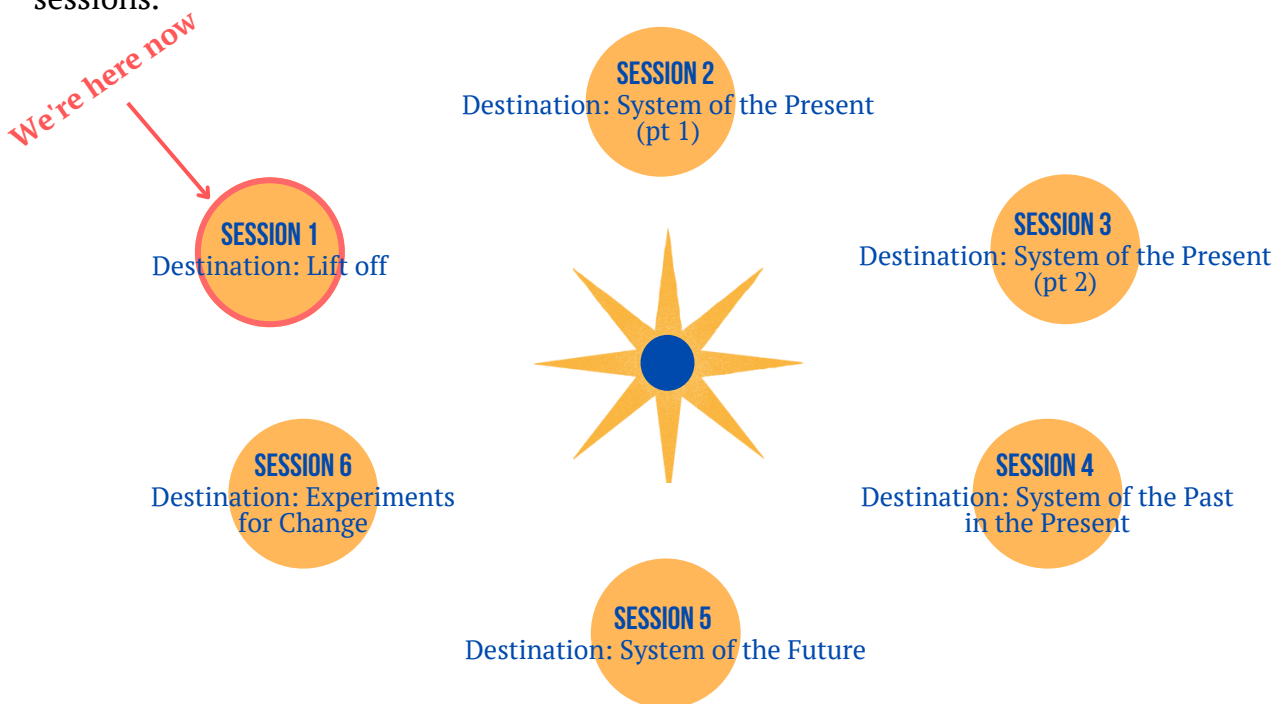
This toolkit frames you and your collective as a group of stars and will guide you from destination to destination deepening your understanding of yourself as an individual star, the narratives that weave you together as a Constellation, and the broader narratives that weave our galaxy together.

*A quick note on metaphors:*

*Throughout this toolkit, the creators of this journey incorporate metaphors and analogies to help ground abstract ideas and frameworks. Like any metaphor, they may be applicable only up to a certain point and we recognize the potential pitfalls of this. Consider this an invitation to let some of that slide or, better yet, explore how the tensions that surface reveal clearer metaphors and insights about ourselves and our constellations.*

## THE JOURNEY AND THE DESTINATIONS

You and your Constellation will travel to six different destinations throughout the sessions.



## HOW TO USE THE TOOLKIT

### The sessions:

Each session will walk you and your Constellation through a framework relevant with that destination's theme (i.e. System of the Future). At each gathering, you are to read through the session's framework and jump to the corresponding activities in the workbook when prompted. In this particular session (Lift Off), you will establish as a Constellation *how* and how often you will gather.

### The workbook:

Each session has corresponding activities that build on each other so we highly encourage you to start from Session 1 and continue in sequential order of the sessions. If you are accessing the digital version of the toolkit, you can click on the activity link and it will take you to the corresponding section in the workbook. The workbook section is also printer-friendly if that would be more useful to you!

**Consider this an open resource:**

This project, spearheaded by Ella Scheepers and Ishtar Lakhani in partnership with JustLabs, was shaped and designed in collaboration with Avital Benedek, Ncedisa Nkonyeni, Jordan Jones, and Ariel Sim. It is not intended to be prescriptive, static, or solidified. Rather, it was created so that you and your Constellation could call on your own metaphors, ideas, and analogies to best help you internalize the deep thinking and reflection that this journey aims to inspire.

**INTRODUCING COUNCIL**

Every session begins and ends in council. It is a way to hold and create space within a group of individuals coming together to work with each other. It's based on three core principles:

- 1** Listen from the heart: try your best to focus on what others are saying instead of your analysis of what they are saying or what you were already planning to say.
- 2** Speak from the heart: resist planning what you think you should say to impress others. Speak from true feeling in that moment.
- 3** Be lean: speak as much or as little as you need to.

**OPENING COUNCIL**

To kick-off and practice the three principles of council, go around in your groups and answer the prompt: What is the story behind your name?

**ACTIVITY 1: HOPES**

 Time for the first activity: Opening council. Click on the activity title to jump to the workbook section of this document. From now on, a color title indicates a clickable link.

**ACTIVITY 2: FEARS & HESITATIONS****ACTIVITY 3: CONSTELLATIONS AGREEMENTS****CLOSING COUNCIL**

What is a word, hope, fear, or idea from today that sticks out to you?



# SESSION 2: SYSTEM OF THE PRESENT (PT 1)

## Complexity, Adaptation, and Emergence

Session creators and facilitators: Ella Scheepers & Ishtar Lakhani

### LEARNING OBJECTIVES:



- Develop and play with a basic understanding of systems work and related concepts (complexity, adaptation, etc.)
- Identify our problem domain(s).

 [Playlist](#)

### OPENING COUNCIL

What animal, object, or intergalactic entity best represents you and the role you play in the work you do or are dedicated to doing?

### WHAT DO WE PAY ATTENTION TO?

 *If the first lesson in learning how to see more deeply into a landscape was to be continuously attentive, and to stifle the urge to stand outside the event, to instead stay within the event, leaving its significance to be resolved later; the second lesson, for me, was to notice how often I asked my body to defer to the dictates of my mind, how my body's extraordinary ability to discern textures and perfumes, to discriminate among tones and colors in the world outside itself, was dismissed by the rational mind...* 

— THE INVITATION, [BARRY LOPEZ](#)

In what is a departure from a traditional understanding of Systems Change thinking, The Invitation by Barry Lopez is calling on us to consider context. (We recommend you read the [complete short essay here](#).) We call on this text to remind us of four ideas that ground this particular approach to using systems thinking for social change:

#### **1** Paying attention

Recognizing what we focus on and what we pay attention to helps us better understand the context, details, and nuances of the problems we are trying to solve.

#### **2** Context matters

Without considering the context of the problem we are trying to address and solve, we cannot properly define the problem, the intention of our work, and the desired impact. What may be a similar and unifying problem will look and manifest differently depending on the environment, requiring different questions and different strategies.

### 3 This is uncomfortable!

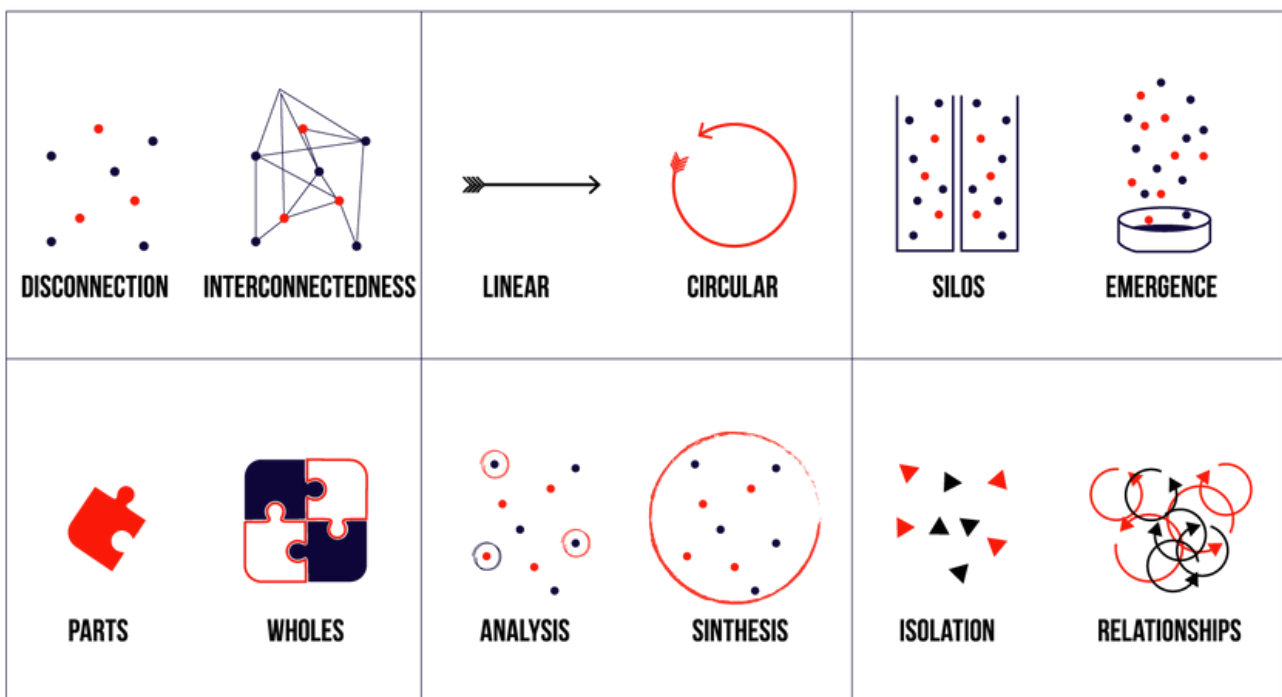
The more we reflect on context and the more questions we ask, the more complex and convoluted the problem becomes, which, admittedly, can make us feel powerless. At the same time, this reflection makes us more aware of how we and our respective Constellations fit within the broader context.

### 4 It's about relationships

When applying a systems thinking lens to a social change context, relationships are foundational. Strengthening our relationship with self, with others, and with the surrounding environment creates a foundation we can build off of. This relationship-centered foundation allows us to expand the work beyond the confines of definitions and analysis, and into a sense of embodiment: what do we feel when we are with each other?

## COMPLEXITY AS A MINDSET

Rather than thinking of complexity as a processing and analytical tool, we invite you to take on complexity as a mindset, as a way of being and as a way of doing. This means thinking about how we are connected and working together, how we think and process, and how we build and move forward.



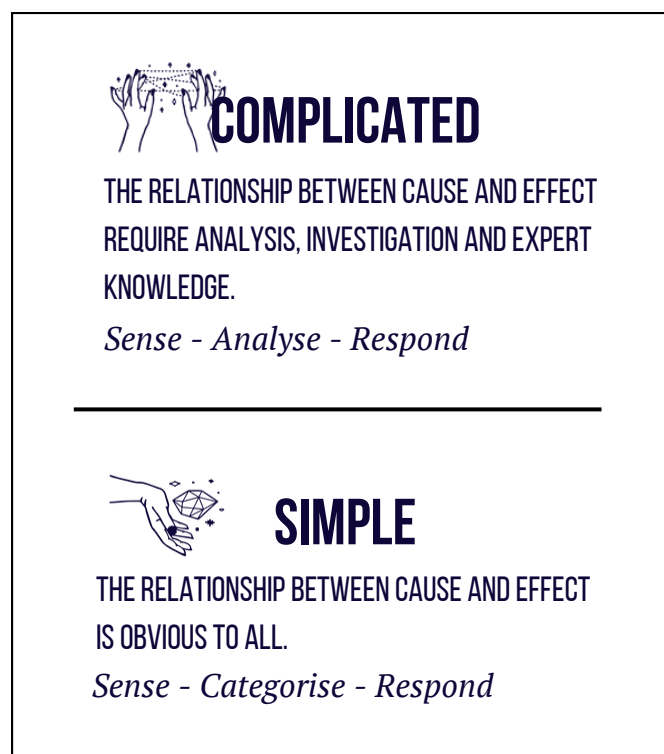
Source: *Tools for Systems Thinkers*, Disrupt Design

<b>Octavia Butler</b>	<b>(amb)</b>
<i>All successful life is Adaptable,</i>	<i>(Fractal) (Adaptative)</i>
<i>Opportunistic,</i>	<i>(Nonlinear/Iterative)</i>
<i>Tenacious,</i>	<i>(Resilient/Transformative Justice)</i>
<i>Interconnected, and</i>	<i>(Interdependent/Decentralized)</i>
<i>Fecund.</i>	
<i>Understand this.</i>	<i>(Creates More Possibilities)</i>
<i>Use it.</i>	<i>(Scholarship, Reflection)</i>
<i>Shape God.</i>	<i>(Practice/Experiment)</i>

Source: Brown, Adrienne. *Emergent Strategy: Shaping Change, Changing Worlds*. AK Press, 2017.

In her book *Emergent Strategy: Shaping Change, Changing Worlds*, adrienne maree brown breaks down an Octavia Butler poem (see above) to illustrate how it reflects the human relationship to change, something that Butler herself was always exploring in her work, and in turn, informs brown's exploration as well. Understanding our systems, world, work, and ourselves in social justice in a fractal and complex manner can contribute to us feeling powerless. But the more you understand this fractal nature, the more you understand the opportunities that are available, the more powerful you can feel, and the more intention you have to enter this system in a very conscious way.





When we speak of systems change, we talk about different ways of understanding a problem. In most organizations and in most problem-solving spaces, this understanding generally moves move between a simple and a complicated way of understanding a problem (see image below). The simple and complicated domains assume an ordered universe where cause-and-effect relationships are discernible, and proper diagnosis is determined based on facts



Source: Cynefin Framework. Snowden et al., 2021.



But we can expand this to include two other approaches: the complex and the chaotic. Complex and chaotic realms assume an unordered universe where cause-and-effect relationships are not apparent, and proper understanding of the situation can only be determined through emergent patterns, that is, via the collective actions of many individual entities. Chaotic can also, and importantly so, represent that which we do not know, or even what we don't know that we don't know! The unknown that we are unable to anticipate with our own questions.

 <p><b>COMPLEX</b></p> <p>THE RELATIONSHIP BETWEEN CAUSE AND EFFECT CAN ONLY BE PERCEIVED IN RETROSPECT.</p> <p><i>Probe - Sense - Respond</i></p>	 <p><b>COMPLICATED</b></p> <p>THE RELATIONSHIP BETWEEN CAUSE AND EFFECT REQUIRE ANALYSIS, INVESTIGATION, AND EXPERT KNOWLEDGE.</p> <p><i>Sense - Analyse - Respond</i></p>
 <p><b>CHAOTIC</b></p> <p>NO RELATIONSHIP BETWEEN CAUSE AND EFFECT AT SYSTEMS LEVEL. ACT QUICKLY AND DECISIVELY TO REDUCE TURBULENCE.</p> <p><i>Act- Sense - Respond</i></p>	 <p><b>SIMPLE</b></p> <p>THE RELATIONSHIP BETWEEN CAUSE AND EFFECT IS OBVIOUS TO ALL.</p> <p><i>Sense - Categorise - Respond</i></p>

Source: Cynefin Framework. Snowden et al., 2021.

**Examples:** *Simple* - baking a cake | *Complicated* - Building a rocket ship | *Complex* - Solving climate change | *Chaotic* - COVID 19 disruption.

Instead of seeing any one approach as good or bad, the chaotic-complex framework offers an expanded way to understand and name a problem. The more we are able to understand and define the way we identify our work, the better we can understand the limitations, but also the better we can understand the invitation to approach a problem and think about solving it.

## ACTIVITY 4: DEVELOP A FOCUS QUESTION

Now that we have our focus questions, we return to the question: what are we paying attention to? What are the facts and assumptions we have about the problem we have framed? What do we know and what do we not?

## ACTIVITY 5: FACTS AND ASSUMPTIONS

### CLOSING COUNCIL

What is one assumption that was pointed out that surprised or challenged you?

# SESSION 3: SYSTEM OF THE PRESENT (PT 2)

## Adaptive cycle, Change, and Resilience

Session creators and facilitators: Ella Scheepers & Ishtar Lakhani

### LEARNING OBJECTIVES:

- Deeper engagement with key concepts: change, adaptation, and emergence
- Introduction to the adaptive cycle as a framework for understanding system resilience, and an expansion of our understanding of scale
- See yourself in the system: diving deeper into the problem/passion domain

### Playlist

#### **Where did we go last time?**

We learned to embrace complexity and pay attention to what defines our context and system. We talked about complexity, the system issue or focus question we are sitting with, and the narratives, facts, and assumptions we tell about this system that help us define and understand it. We also recognized how these might limit our understanding and perceptions of what is possible.

#### **Where are we going now?**

We will be staying in the present; however, today we will learn to see ourselves within our systems.

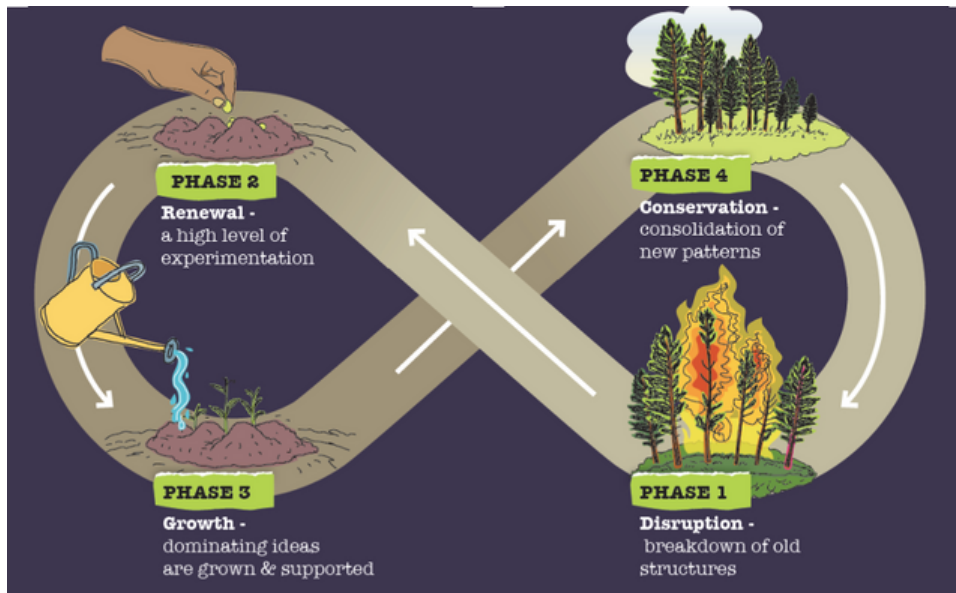
## OPENING COUNCIL

What is the biggest lesson you learned about yourself over the last two years of change/disturbance?

## ADAPTIVE CYCLE

In this exercise, we challenge you to shift your thinking away from how change is traditionally framed within organizations, as linear, trackable, and manageable, towards a more *adaptive* and fractal perspective. To do this, we call on the adaptive cycle. What was originally established by ecologists to describe natural systems, we have applied to frame the changes that happen in movements. In observing natural systems, ecologists recognized that there are a lot of complexities and contradictions occurring within these systems — adaptation, change, and stability do not look like just one thing.

This session we will rely on the adaptive cycle to better understand how, within the ecosystems of social change: change happens, systems respond to disruption, and how it ultimately makes ourselves, collectives, and systems more resilient.



Source: Source: Organising for Social Justice in the Time of COVID-19, Written and Curated by Ishtar Lakhani and Ella Scheepers. Inspired and based on *Panarchy: Understanding transformations in human and natural systems*, Edited by Lance H. Gunderson and C.S. Holling 2002. Permission Island Press

### Phase I: Disruption

The result of this phase appears to be pure destruction and collapse. Natural resources of the forest are released/burned. Where there was once a forest of trees, now ash remains. However, when ecologists observed this process of *deconstruction*, they also saw that another ecosystem function had emerged out of the ash that was left behind. Rather than pure destruction, this phase of disruption made way for something new.

### Phase II: Renewal

In this phase, other species of the forest are given space and resources to flourish. As the fire's blaze subsides, the soil is rich in carbon and nitrogen. Dominant forms of species (i.e. large trees) are no longer the main consumer of the soil's resources, creating opportunity for a diversity of species to take root and grow. The energy and potential of the disruption give way for reorganization and renewal.

### Phase III: Growth

This process of reorganization and renewal allows for a diversity of species to receive the abundance of nutrients they need to not only survive, but thrive. Some species may even outgrow others, becoming more dominant, in which case a natural hierarchy establishes itself.

### Phase IV: Conservation

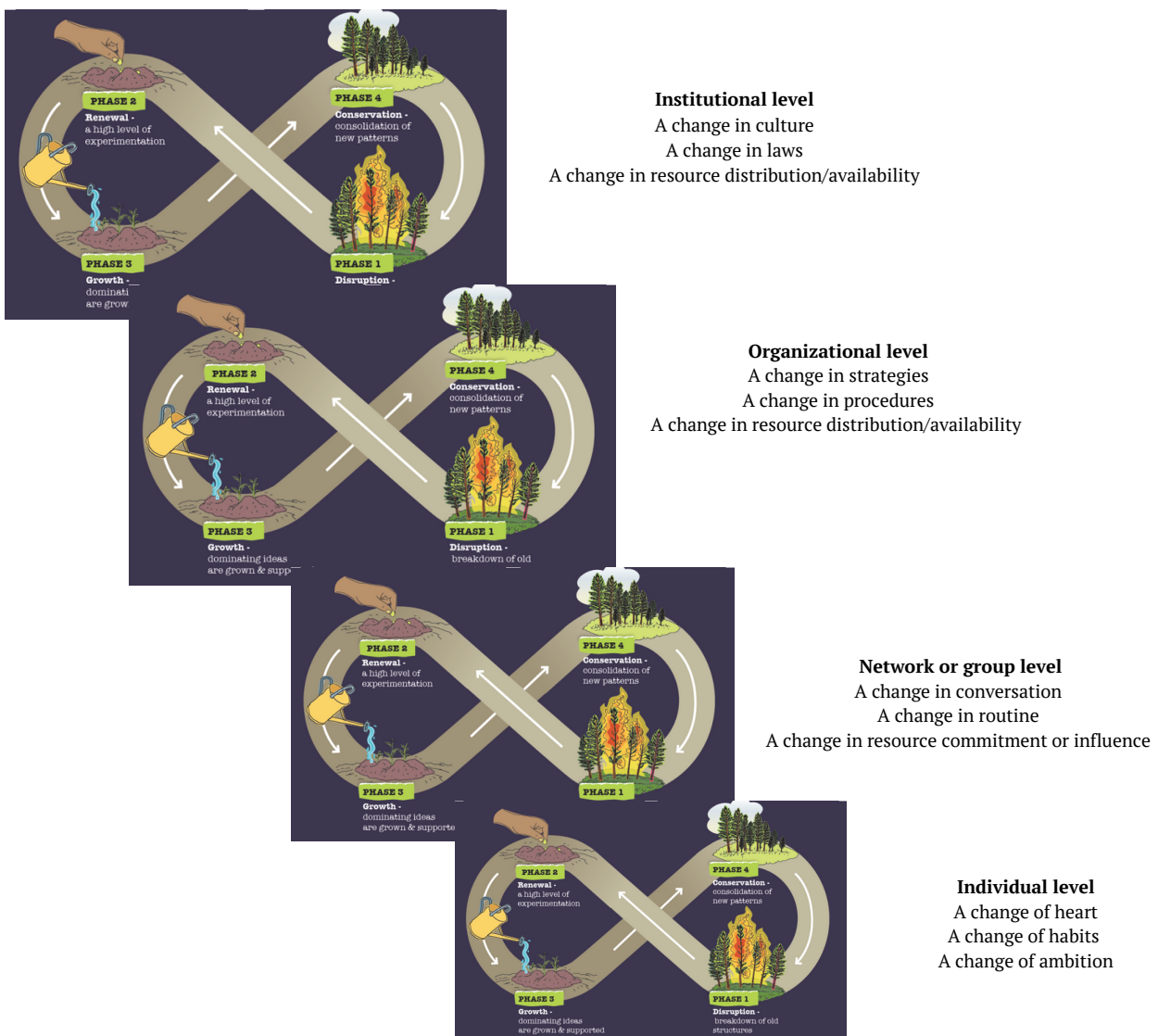
In this phase, when we zoom out, we will see a wider forest has come together. The hierarchy is institutionalized — it becomes evident that the biggest trees are positioned to utilize the majority of the nutrients, sunlight, rainfall, and minerals from the soil while, simultaneously, smaller species still make do and thrive.

Notice the diagram. It is not linear, nor is it defined by rigid transitions from one phase to the next. We often think of change as linear, but the inevitable cyclical return to disturbance/disruption is essential to the system's resilience. For example, part of the reason we shift the language from "destruction" to "disruption" is that in the adaptive cycle of a forest, the "destruction" caused by the fire was actually the ecosystem releasing resources and established patterns, while making way for new resources accessible for new life to utilize and grow.

## ACTIVITY 6: ADAPTIVE CYCLE

Now that we've thought about where we as individuals fit on the adaptive cycle, we can use this framing to inform how we understand systems from the organizational, community, and institutional level.

If you look closely, you can see that change happens at every level in a similar pattern.





## TRAPS AND CRITICAL TRANSITIONS

Even though natural processes make the adaptive cycle look seamless, it's understandable that human systems easily fall into traps at any point during the cycle. Traps refer to any situation where the system is unable to move through to the next phase.

There are several common traps that human systems fall into but for this session we choose to focus on the rigidity and poverty traps.

Rigidity traps occur when institutions become highly connected, self-reinforcing, and inflexible (Gunderson and Holling 2002). When a disturbance occurs it ripples outward and discourages a diversity of perspectives in the analysis of reality and the associated decision-making processes. In this configuration, the system lacks resilience, is not receptive to innovation, and has no capacity for anticipation.

The poverty trap is a configuration that is characterized by a lack of key actors or components, and low connectivity. In this configuration, the potential for change and adaptation is very limited. The lack of connection prevents the flow of resources and information required for its functioning. The lack of energy, goods, and ideas leads to the validation of the trap over time and persists in its negative impact. For instance, poverty leads to overexploitation of ecosystems and weakens their capacity for resilience, which eventually decreases harvests and increases poverty.

## ACTIVITY 7: PLOTTING YOUR CONSTELLATION'S SYSTEM

### CLOSING COUNCIL

What are you feeling in your body right now?

# SESSION 4: SYSTEM OF THE PAST

The stories that inform us and the narratives we carry

*Session creator and facilitator: Ncedisa Nkonyeni*

## LEARNING OBJECTIVES:

- Surface systems of the past while in the present
- Analyze the interconnectedness of past and present within the system of interest.
- Use the adaptive cycle framework to identify possible pathways to transforming your system of interest.

## Playlist

### **Where did we go last time?**

In the last two sessions, we rooted our questions in the present. We defined our focus question, identified the societal system that it's a part of, and located our individual selves and our Constellations on the adaptive cycle.

### **Where are we going now?**

Today, we will be exploring the past and how it surfaces and manifests in the present. We will move away from seeing history as something cemented and rigid, and work on surfacing the narratives that we carry along with us and why.

## OPENING COUNCIL

We started off the journey with the story of our given names. Now, tell the story of your last or family name.

## THE BUS WITHIN US: AWAKENING THE STORIES WITHIN US

What does it mean to see the past in the present? How do we reconcile the silencing and oppressive elements of the past with our identities, communities, and realities of today? To help answer these questions, the System of the Past session draws from "The Bus Within Us: Seeing ourselves with more nuance" methodology which, [Vanessa de Oliveira Andreotti](#) (Professor at UBC and CRC in Race, Inequalities, and Global Change) presents in the following video as a framework to help us consider who and what from our past we can use to inform ourselves in the present.

To preface the video and any potential tensions that might arise, here are a few notes to help ground us in our thinking.

### The bus as a metaphor

Andreotti frames the bus as having a front, middle, and back. We encourage you to A) think about this bus as being any sort of vehicle that resonates with you. It can be a double-decker, a spaceship, or even a submarine, and B) people can be organized however they want, but it's more about their presence and your awareness of them that matters. We recognize that within the U.S. context, the "back of the bus" holds significance in a way that in other contexts it might not.

### Cartesian coherence

While it sounds complicated, this term simply refers to our tendency to buy into a lens or perspective that is not actually a complete reflection of our true selves, but rather a reflection of a limited understanding of ourselves. In other words, we risk limiting our understanding of our true self when we focus on who we "should" be, and refuse to hold space for complex identities we may hold.

When we hold on to these singular lenses or "cartesian coherences," it is easy to become invested in certain stories that we use to define ourselves. These stories become a singular, dominant narrative through which we see our world and our position in it, informing and eliciting a particular response that is difficult to shift. And we are all complicit in this. There is no one of us who does not have a cartesian coherence, a narrative, a "should" that we impose on the world.

#### *Facilitator's personal example*

*"Because of my family and how I grew up, there are "shoulds" around how I should behave as the daughter of the family, around how I should behave as someone who grew up middle class. And sure, those are elements of my experiences and of my history. But I'm not just a woman. And in being a woman I'm not just somebody who necessarily identifies with the monolithic, heterosexual, compulsory identity of a woman. And so I also have built a single narrative about myself: that I am a Black queer woman in contemporary South Africa and I live in a hostile world that's out to get me. So when that "should" starts acting and influencing my activities and responses, and when I limit my identity to one "should" and one narrative, I'm really not listening to the other parts of myself that very much make up who I am."*

### How we use this methodology

This methodology allows us to not only recognize the narratives that modify, inform, and that live and endure through us, but it also allows us to surface and unearth our inner experiences and embrace our multitude of selves. As we surface these narratives, we are able to release and let go of certain stories and nurture and grow others.



### THE ANCESTOR TRAP AND HOW TO AVOID IT

When listening to the methodology and considering the system of our Constellations, it's understandable to conclude that because our ancestors were excluded from this system they cannot be on the bus. However, this is the opportunity to identify who's missing and which voices are excluded. Just because the system as we know it did not make visible room for them, does not mean their presence and impact and voice were inconsequential. This is an opportunity to consciously center these voices going forward

## ACTIVITY 8: WHO'S ON YOUR BUS OR SHUTTLE?



## CLOSING COUNCIL

What's front of mind for you or something you will continue to wrestle or explore in the days to come?

# SESSION 5: SYSTEM OF THE FUTURE

Looking into the future we are trying to build

Session creator and facilitator: Jordan Jones

## LEARNING OBJECTIVES:

- 📌 Cultivate a communal imaginary landscape
- 📌 Orient towards a more imaginative future
- 📌 Engage imagination: creating the communities you want to see right now

🎵 [Playlist](#)

### Where did we go last time?

Last session we explored the people, systems, knowledge, and consciousness from our pasts that are present in our future. We thought about how these affect who we are today, the narratives we carry, and how they may inform our focus questions.

### Where are we going now?

Through the lens of Afrofuturism, we will explore and play with alternative ways to think about the future and imagine new possibilities for ourselves, our Constellations, and our “how might we” questions.

## OPENING COUNCIL

If you were a cosmic being, which would you be? (comet, star, asteroid, satellite, moon, planet, etc.)

## SOME GROUNDING IDEAS FOR THIS SESSION

🗨️ *Without new visions, we don't know what to build, only what to knock down. We not only end up confused, rudderless and cynical, but we forget that making a revolution is not a series of clever maneuvers and tactics, but a process that can and must transform us.* 🗨️

- ROBIN D. G. KELLY

🗨️ *Without the radical imagination, we are left only with the residual dreams of the powerful* 🗨️

- *Why social movements need the radical imagination” 2014. Haiven & Khasnabish*



☺☺ *I don't know what the next American revolution is going to be like, but we might be able to imagine it if your imagination were rich enough.* ☺☺

- GRACE LEE BOGGS

☺☺ *It may have [seemed] that comics was a side job away from my 'serious' work as an essayist. But I will say it until I'm blue in the face—politics without imagination is suicide. You can't tell people to vote for a future they can't envision....If folks can't imagine you as human, all the policy in the world is irrelevant.* ☺☺

- TA-NEHISI COATES

## AFROFUTURISM: A BRIEF INTRODUCTION

First, a note. Afrofuturism is a cultural framework with a particular context specific to the United States. The examples we use are grounded in conversations in the U.S. because of the identity of this session's facilitator and creator of this module. Afrofuturism for this module is a lens and a tool to play with, rather than a strategy.


Before Afrofuturism was coined, it was practiced. Though coined in 1993 in an essay by Mark Dery, some of the strongest examples of Afrofuturism like the work of Alice Coltrane and Sun Ra, or the original Black Panther comic book series date back to the 1950s, 60s, and 70s. Afrofuturism is a cultural aesthetic, and philosophy of science and history that explores the intersection of African diasporic culture with science and technology. We call on the practice of Afrofuturism today because it makes space to think intentionally about the futures we envision, what we want to see there, how they might sound, and what it might look like. It is a reference for how art, music, movements, and style can be disruptive, renewing, generative, particular, and inclusive all at the same time.


### **Afrofuturism speaks to the Present.**


To better understand this, imagine that you are a musician or the conductor of an orchestra. You have various tools and instruments at your disposal. These instruments themselves are not futuristic, they are *of our present*, but the action that makes them futuristic is precisely what is done with them. Take Sun Ra or, to use a more contemporary example, Solange. They both use(d) contemporary sounds, influences, and tools of the present—in this case, instruments, music production software, and video—which they use(d) and manipulate(d) to create work that speaks to different Black future.


Another way to think of this is as a dashboard with knobs, levers, and dials that are at our disposal to manipulate and shift depictions (or registers) of reality.


Below are a few examples of characteristics that, like dials on a spaceship dashboard, are commonly used in Afrofuturism to reimagine future possibilities. The following definitions are based in Dery's essay in which he identifies the defining characteristics of Afrofuturist work. For the sake of Constellations, it is helpful to identify which ideas, practices, and relationships can be dialed *up* or *back* to produce a sound or impact that reflects the future world you would like to build.




- 

**“Crackle”** - Cacophony, noise distortion, unsettled, unrecognizable melodies in music.
- 

**Technological** - Heavy emphasis on technology, unconventional use of instrumentation and machines in music, film, and imagery.
- 

**“Far-outness”** - Aesthetic avant-garde, spectacular, imaginary, experimental to viewer but intentional to the creator in fashion, film, and music.
- 

**Particular and Universal** - Limited but intentional emphasis on the real, present, terrestrial in literature, film, and music.
- 

**Spiritual** - Mysticism, Egyptology, invocation of ancestors, extraterrestrials, gods, goddess, cosmic vibrations in all facets of Afrofuturism.

### **Afrofuturism draws from the Past.**

To build on the last session, Afrofuturism draws from the past. Much of what is identified as Afrofuturist is deeply rooted in the knowledge, traumas, practices, aesthetics, and past lived experiences specific to the communities within the African Diaspora. The practice of it inherently calls for careful consideration of what elements from the past to leave out and which to repeat, reproduce, replicate, and build upon. Or, to use more familiar language, it is discerning who is “on the Bus.”

### **Afrofuturism builds for the Future.**

When imagining the future, it is important to ask, to borrow language from D.G. Kelley, “how free are your dreams?” In other words, how far are you willing to push your imagination in creating a new world? What makes this a collaborative process is that we often need input and feedback from our community to expand our imagination. This module seeks to cultivate a communal imaginary by eliciting feedback from the community.



### THE "BUT HOW" TRAP

Beware of the "but how?" trap! i.e. *But how* will we achieve a more inclusive framework of mental health support? *But how* will we be able to achieve a world with a completely abolished carceral system? Try to suspend this question as much as possible and focus on expanding a more encompassing vision or dream.

## ACTIVITY 9: CURATING YOUR EXHIBIT OF ARTIFACTS FROM THE FUTURE

### SCENARIOS FOR THE FUTURE

What we've done so far in this session is communicate our vision with each other, and identify the creative and cultural inspirations that inform the world that we're trying to create. Now, we will try to articulate elements of this future as we see it.

Often, when we are prompted to think about the future, it is difficult to realize the limitations of our imagination. Often we ground the futures we wish to bring into this world based on a response to what we have identified to be problematic today. While that is necessary in certain context, today's session is about pushing these limitations. This next activity is an attempt to warm the imaginative muscle necessary to imagine futures.

## ACTIVITY 10: BUILDING SCENARIOS

### CLOSING COUNCIL

First, Afrofuturism is dope, but it's never complete.

It is not perfect, nor is it infallible. Ultimately, it is a practice that continues to evolve, change, and iterate. To embrace Afrofuturism, embrace that the journey *is* the destination.

What's one thing from the future you're particularly inspired by?

# SESSION 6: EXPERIMENTS FOR CHANGE

Playing with tools and experiments for the future

Session creator and facilitator: Ariel Sim

## LEARNING OBJECTIVES:

- Experiment on *how* to move from Systems of the Past and Present to the Future
- Develop potential ideas or experiments that can be prototyped and tested

## Playlist

### **Where did we go last time?**

We looked into the future and claimed the future world(s) we want to build and create. We defined what we are *for* instead of what we are *against*. We also steered clear from considering how we are going to make this future world come into fruition.

### **Where are we going now?**

Now we get to play with the *how*. This session is about decolonizing our creativity and innovation, and utilizing the tools we rely on to help us actually build the futures we want to usher in.

## OPENING COUNCIL

What element are you embodying today? Earth, wind, fire, water, hydrogen, carbon?

## GROUNDING FOR THE JOURNEY AHEAD

This session is about building on the work we've done over the course of each system journey. First, we sat in the **present** to understand ourselves today and what stories define the systems we want to change. Then, we journeyed to the **past** to surface the narratives that precede us that inform our present, which we might want to release and move away from, or which we want to grow and build on. We then journeyed to the **future** to imagine and visualize which narratives and stories we want to create and what seeds exist in this current state of the present that can help us embody that future.

Now that you understand your individual, collective, and system Constellations through the past, present and future, let's experiment with new, concrete possibilities and the *how* to achieve them.

But first, take a moment to reflect on all that you have accomplished with your Constellation over the last sessions.

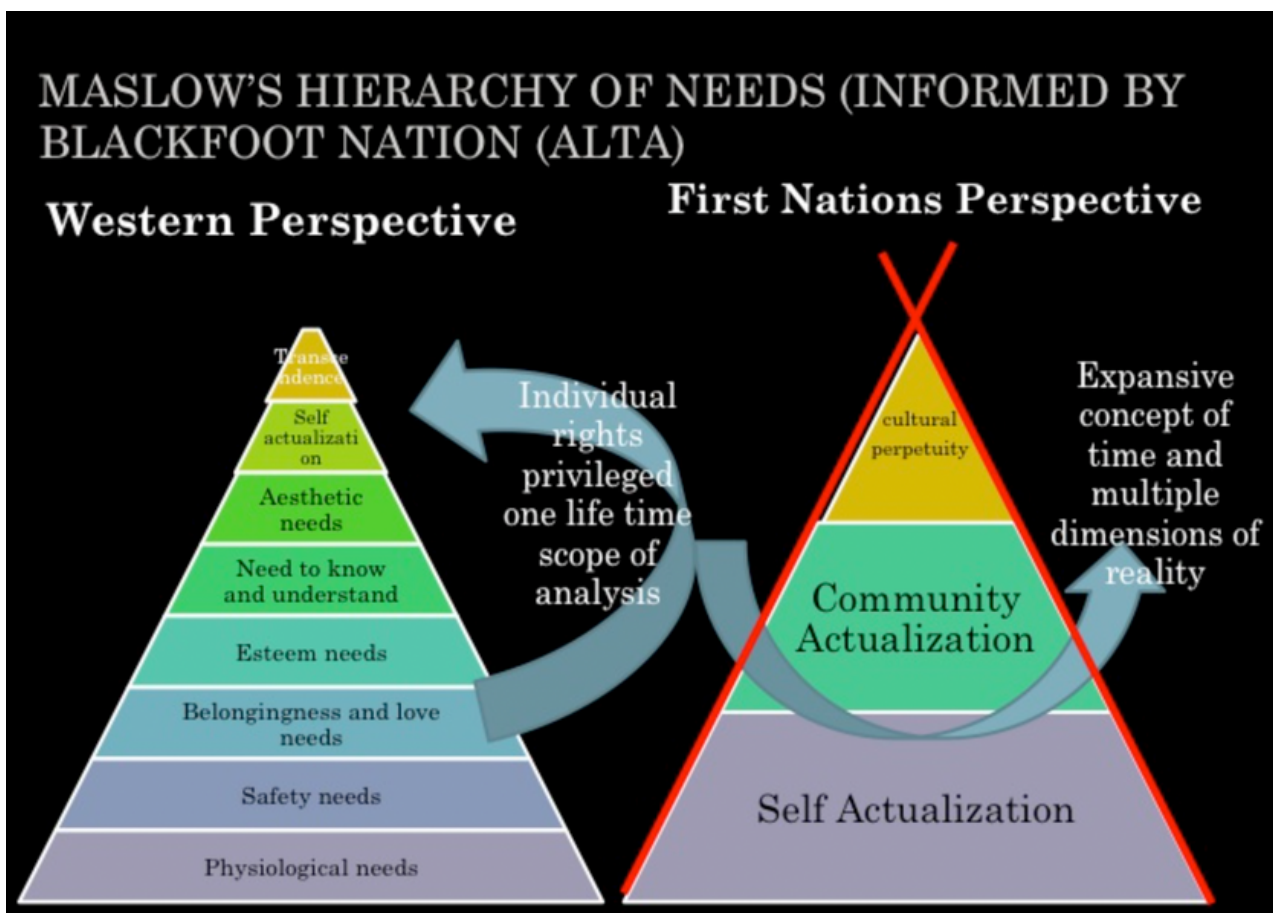
## ACTIVITY 10: DESTINATION AND SYSTEM REVIEW

## DECOLONIZING OUR UNDERSTANDING OF CHANGE

Modern-day design and experimentation in the mainstream are deeply informed by Keynesian economics and Maslow's hierarchy of needs (as seen below). These contemporary understandings and philosophies about infinite growth and extraction are the cornerstones of mainstream industrial and consumer sciences, and precisely what we want to push away from.

Within Maslow's model, the pinnacle and end point is the stage of 'personal actualization.' The focus is the individual, whereas Indigenous wisdom - like the Blackfoot Nation's framework - suggests that individual actualization is the foundation of a more encompassing, hierarchal structure. The alternative structure suggests that individuals must meet their basic needs first so that they are able to be in service to their communities and help them actualize and fulfill their collective needs.

And that community actualization is in service of something greater which is cultural perpetuity (the passing down of key messages and knowledge). For example, questions like: How do we farm and produce food? How do we gather food? What are the names of things? What are key histories? What are key ways of being that not only ensure our communities' continuity through the future, but maybe also nature's continuity, our greater cultural continuity, and memories that we don't want to have lost?



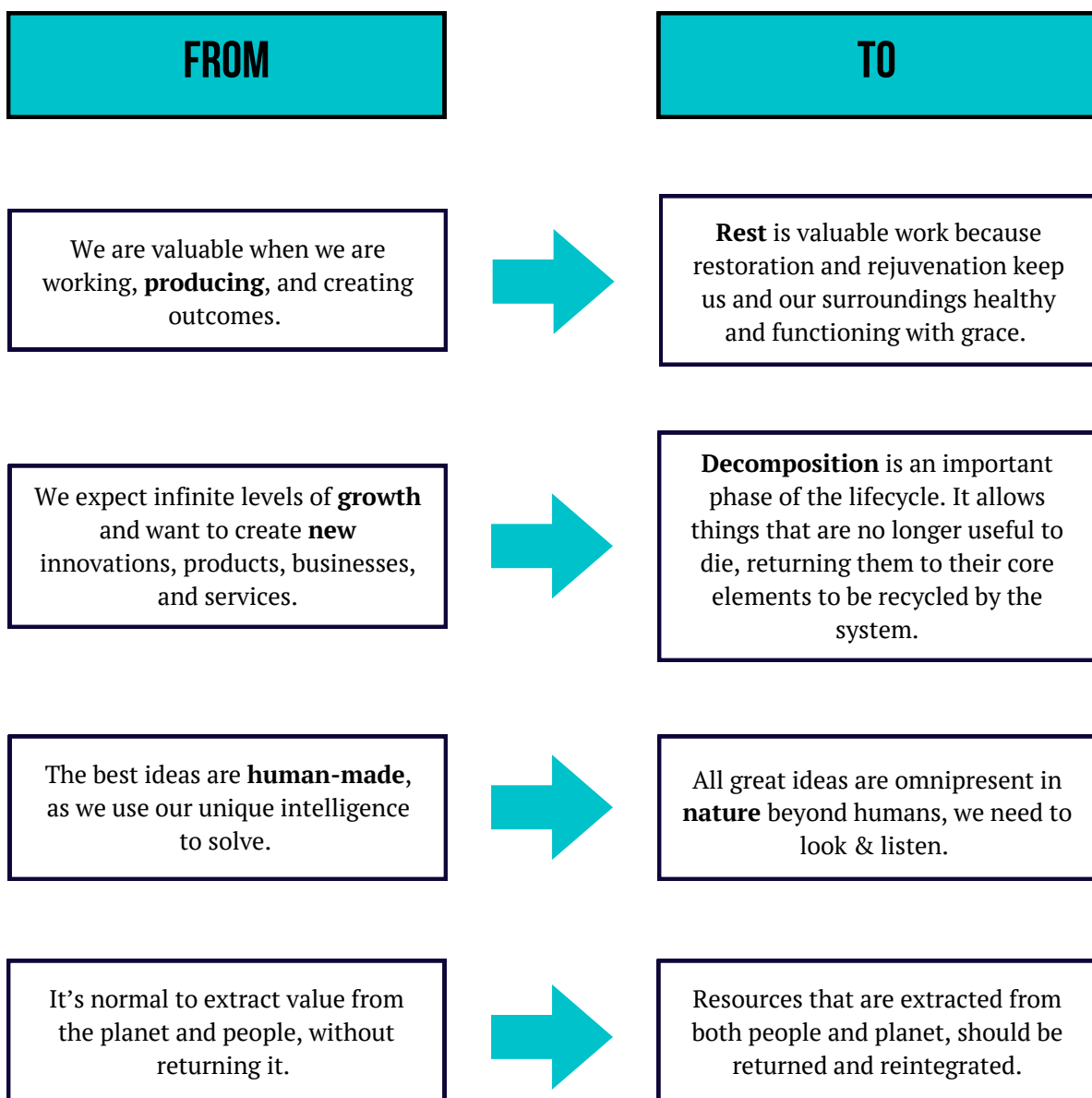
Source: Huitt, 2004; Blackstock. 2008; Wadsworth

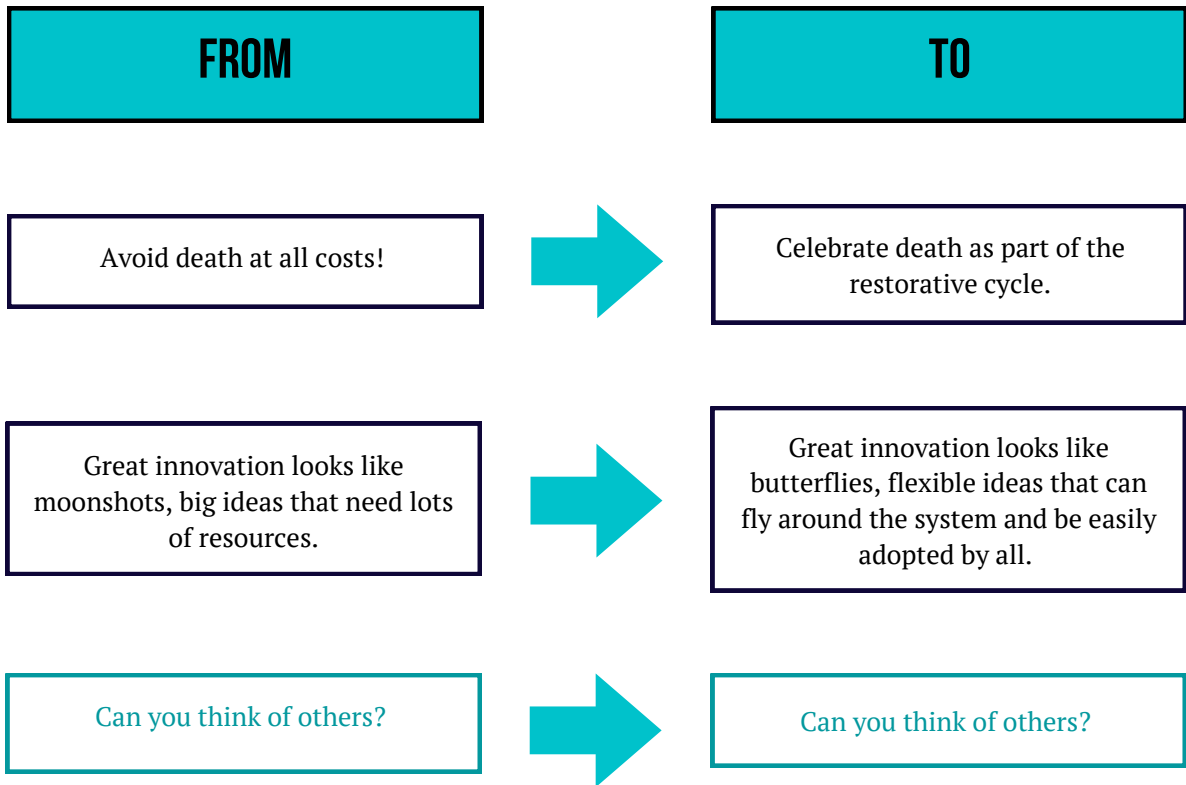


## DECOLONIZING EXPERIMENTS AND INNOVATION

As we expand our definition of experimentation and innovation, it's important to challenge our emphasis on individual actualization. In traditional movements of innovation, whether it be the industrial revolution or design thinking, the parameters for what is considered to be "legitimate" and accepted are often quite rigid and self-serving.

What we invite you to reflect on with your Constellation group is how to invite other voices along this journey, even if those voices are not physically here with us, especially if those voices are traditionally excluded from dominant conversations. Below we suggest a few mindset shifts to guide you in changing your approach to what is commonly a me-centered experimentation process.





## LEARNING FROM NATURE

As we look to new places to inspire innovative and expansive ideas of experimentation, we can also look to one of the oldest systems known to us: nature!

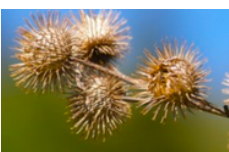
Here we draw from biomimicry and regenerative design, which are schools of thought that suggest our creativity, our processes, and technologies can and should be inspired by nature. In line with the idea that “there are no new ideas,” nature has infinite patterns, formulas, and answers for us, as well as tons of space for creativity and flexibility in how we apply them.



Climbing pads mimic gecko's feet



Shark skin-inspired scuba suits



Velcro is inspired by burrs



The Golden Ratio (1.618) guides many systems.

Unfortunately, many of the applications of biomimicry today end up polluting the environment and reinforce the limiting mindsets we just looked at.

So how do we call on nature without undermining our values of change? How do we respect the teacher that is nature?

Here are some frameworks to help guide us:

## 1 Sustainable Development

Sustainable development is the notion that human societies must live and meet their needs without compromising the ability of future generations to meet their own needs. The “official” definition of sustainable development was developed for the first time in the Brundtland Report in 1987.

Specifically, sustainable development is a way of organizing society so that it can exist in the long term. This means taking into account imperatives of the present and those of the future, such as the preservation of the environment and natural resources, or social and economic equity.

(Source: <https://youmatter.world/en/definition/definitions-sustainable-development-sustainability/>)

## 2 The Three Sisters

One beautiful example of innovation that draws from a mindset of sustainable symbiosis is a farming technique practiced by Indigenous peoples across North America called “the three sisters.” In short, the technique involves placing three plants together in the ground to provide support for one another, acting as companions, and encouraging the successful growth of each plant. In our social movement practice, we can look to this as an example of how different members of the Constellation can play equally important but vastly different roles in the growth process. Even though the outcome (crop) might be different, there is an understanding that each part of the process should be nurtured and cared for.



**Corn** (provides structure / support)

**Squash** (provides shade / protection)

**Beans** (pulls nitrogen into the soil)

## BUTTERFLIES & MOONSHOTS

By studying nature and identifying regenerative, nature-based models, we begin to see how these subtle shifts in mindset reflect some of the approaches from session three, including the adaptive cycle.

Rather than control nature with industrial laws as those before us have, the work of our generation is to bring natural dynamics back into the core of all our operating systems. Instead of creating technology that seeks to control and extract, we invite nature to reverse-mentor us toward systems focused on regeneration, infinite diversity, and life/death/life cycles.

This is particularly important to keep in mind as we delve into the two types of experiments we will be exploring: a butterfly and a moonshot. Now that our approach to what change looks like has shifted, it only makes sense that our process to bring about change also shifts. Below are descriptions of how your group can conceptualize the change it hopes to bring about.



### BUTTERFLY

Butterflies are pollinators that effortlessly carry new ideas into many spaces. We can create butterflies by inspiring individuals to take flexible tools and ideas into their diverse real-world contexts. It's difficult to track pollinators, and that's okay.



### MOONSHOT

Moonshots are targeted, big bets that can quickly make shifts in the field. Moonshots require significant resources and focus on a specific goal. We can also explore moonshots, which are loftier goals for your constellation.

## ACTIVITY 11: BUTTERFLIES & MOONSHOTS



### THE SAME OLD, SAME OLD

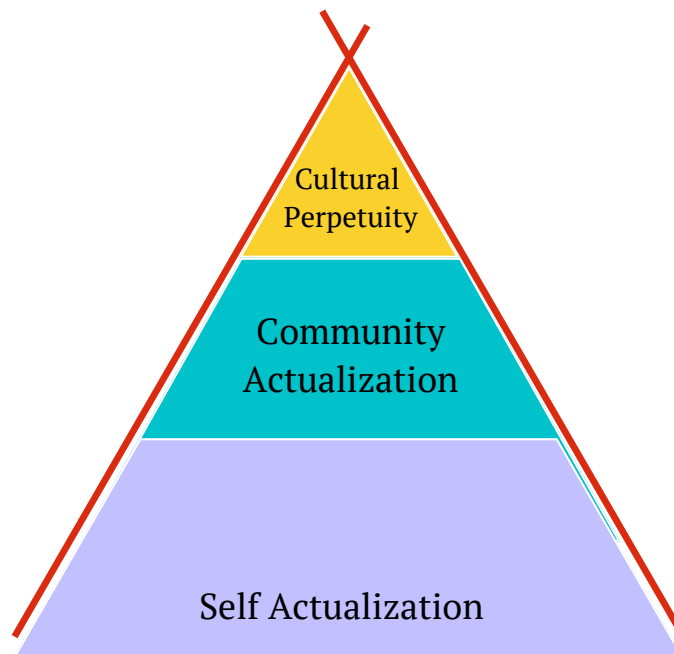
Expanding the mind and thinking inventively is hard. It's easy to slip into what we already know and what we've already imagined before. Sometimes we don't even catch ourselves doing it. In the upcoming exercises, try to work past ideas you've already proposed when the journey started. Write down the familiar to get out of your head, put them to the side, and keep working on new ideas!

## MOVING BEYOND INDIVIDUAL ACTUALIZATION

👏👏 It's not important that you become a good fighter in this world. And it's not important that you become a good spiritual guide in this world. It's important that you find a way to live a pleasant life, and in the best case, support other people that they also find the same. This is what it's about. No matter in which form you put it in, which cultural background you put it. The main point is if you don't find this way of reducing the suffering of your surrounding, your suffering won't stop. 🗨️🗨️

- SHI HENG YI

This quotation invites us to consider the various levels of impact we hope to achieve with our butterfly and moonshot experiments. On one level our work focuses on the individual, and individuals feeling safe, secure, and actualized. Sometimes, it focuses on the community, and the community functioning as a whole. Other times, we work in service to the message or big picture that we are trying to pass down, the value or mindset or piece of knowledge that transcends individuals and communities. Each of these layers are important and ideally, we are able to move into community actualization and cultural perpetuity.



*Re-diagrammed First Nations Perspective from earlier diagram*

## ACTIVITY 12: LEVELS OF IMPACT



## **REGROUP AND CLOSING**

It's been a long session and a long journey. Thanks for sticking with us. It's now time to reflect and consider where we've gone and how this journey has impacted us.

Before we jump there, let's take a few minutes for pause. Sit in a chair, or lay supine. Put your feet on the ground. Close your eyes, and take a big breath in. Hold. And then exhale slowly. Do this for a few minutes. When you are all ready, open your eyes and move on to the last activity of the journey.

## **ACTIVITY 13: PERSONAL REFLECTION**

### **CLOSING COUNCIL: STORYTELLING YOUR CONSTELLATIONS JOURNEY**

Tell your Constellations Journey as a story to your past self.



# The Constellations Workbook.

The idea of this workbook is that you have a separate place to work through and play with the activities presented. Some are individual activities while others are to be completed in groups. But all are intended to be completed by your entire Constellation.

If your Constellation is gathered virtually, we recommend uploading this onto the drive and using [Miro](#) or any other interactive tool of your liking to help facilitate the activities.

If you are all gathered in the same room, feel free to use other tools like post-its, big sheets of paper, or other resources to bring the activities to life.



# WORKBOOK SESSION 1: INTRODUCTION

## ACTIVITY 1: HOPES

As individuals, simultaneously add your hopes for this journey. If you are not in the same room, use a Miro board or Google Doc!


## ACTIVITY 2: FEARS & HESITATIONS

As individuals, simultaneously add your fears and hesitations. What makes you nervous about embarking on this journey with your fellow stars?

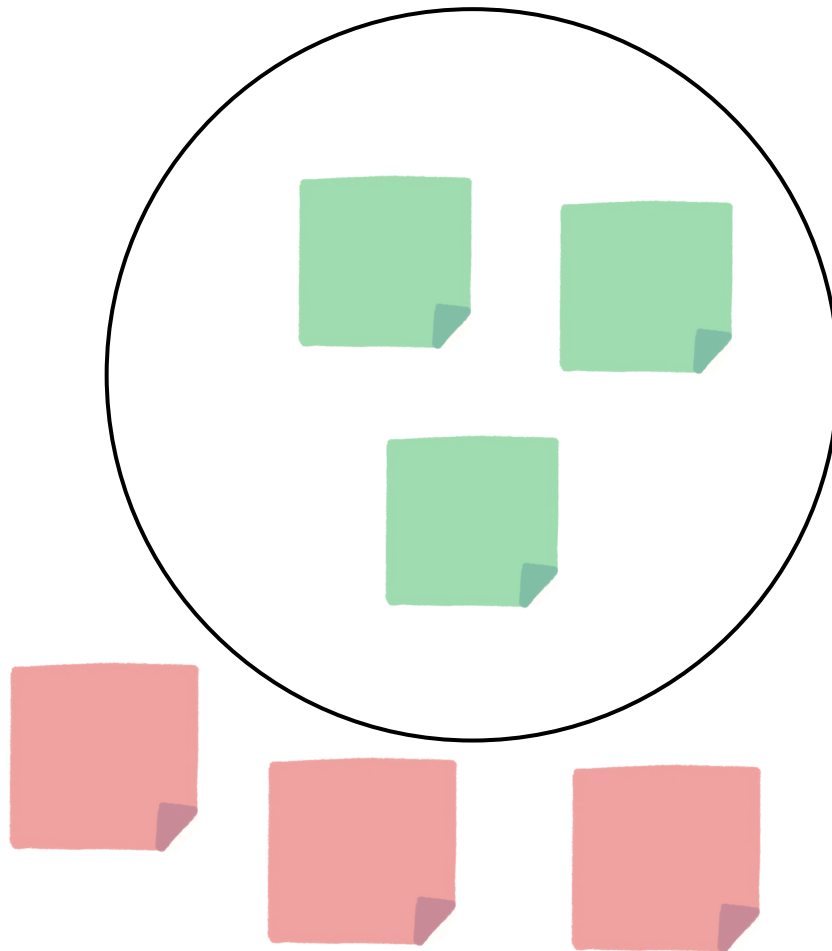



## ACTIVITY 3: CONSTELLATIONS AGREEMENTS

**1** Now, as a Constellation, using the format of the board below, write on the green and red post-its things to add into the circle (green) or leave out of the circle (red). We've added a few to start you off.

Prompts:

- What is something we want in this community?
- Everyone lists two ways in which they want to be together as a Galaxy. Discuss what that looks like in practice
- What is something you would like to leave out of this community?
- Everyone lists how they don't want to be together as a Galaxy. Discuss what that looks like in practice.



**2** As a Constellation, decide on how often and when you would like to meet as a complete group. Our recommendation is once a week or once every two weeks. Write this down.

[Go back to the session](#)



# WORKBOOK SESSION 2: SYSTEM OF THE PRESENT (PT 1)

## ACTIVITY 4: "HOW MIGHT WE..." DEVELOP A FOCUS QUESTION (45 MIN.)

This activity will build a foundation for the experiments, activities, and exercises ahead. It can be adapted, tweaked, scratched and re-formulated at any point you think necessary.

- 1** Take a few minutes to look over the formula for crafting a "How might we" question. *(5 min)*
- 2** First, each of you will draft individual focus questions. Use sticky notes, your journal, or any other place to brainstorm. *(10 min)*
- 3** Come back together with your Constellation and share your focus questions. *(10 min)*
- 4** Now work together to form 1 or 2 "How might we..." questions as a Constellation. Write your question in the space below. *(20 min)*

### THE FORMULA:



*Some example words/phrases*

- |   |   |   |   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>✦ Explore</li> <li>✦ Connect</li> <li>✦ Mobilise</li> <li>✦ Inspire</li> <li>✦ Support</li> <li>✦ Organise</li> <li>✦ Create</li> <li>✦ Imagine</li> </ul> | <ul style="list-style-type: none"> <li>✦ Myself</li> <li>✦ My community</li> <li>✦ Young people</li> <li>✦ Civil society</li> <li>✦ The environment</li> <li>✦ Teachers</li> <li>✦ Technology</li> <li>✦ My organisation</li> </ul> | <ul style="list-style-type: none"> <li>✦ Indigenous knowledge systems are excluded</li> <li>✦ Young people lack access to political power</li> <li>✦ We are stuck</li> <li>✦ We are perpetuating inequality through our work</li> </ul> | <ul style="list-style-type: none"> <li>✦ A more human approach to human rights</li> <li>✦ Challenge our own understanding of our problem</li> <li>✦ Challenge gender norms</li> <li>✦ Increase political power of young people</li> <li>✦ Amplify diverse voices</li> </ul> |
|---|---|---|---|

**EXAMPLES:**

*“How might we cultivate a space for belonging that connects and inspires women that want to integrate their whole selves?”*

*“How might we prioritise and reimagine care, community, and compassion when accessing (reproductive) health care for Black and brown folks at all intersections?”*

**WRITE YOUR CONSTELLATION'S "HOW MIGHT WE" QUESTION  
IN THE SPACE BELOW:**

HOW MIGHT WE:

<b>ACTION</b>	<b>PUBLIC</b>	<b>PROBLEM</b>

BECAUSE/FOR/TO:

**IMPACT**

Go back to the session



**ACTIVITY 5: FACTS AND ASSUMPTIONS** (20 MIN.)

Now that we have our focus questions, reflect on what it is that we are paying attention to. What are the facts and assumptions we have about the problem we have framed? What do we know and what do we not know?

**Step 1:**

As a group, in the first column list 10 facts you know are true related to your focus question and in the second column, list how you know they are true.  
(10 min.)

<b>FACT</b>	<b>HOW DO YOU KNOW THIS IS A FACT?</b>
<i>Example: Diabetes and obesity is an epidemic in economically challenged families</i>	<i>I read it on Google; watched a video; experience</i>



**Step 2:** List 10 assumptions you are making in your focus question. (10min.)

*Example:*

1

2

3

4

5

6

7

8

9

10

**Bonus Step:**

Highly encouraged. Bring fresh eyes from other people in the extended Constellation. Are there any gaps? Other perspectives? (Are the listed facts actually facts? Are the assumptions really assumptions? What assumptions might be missing?)

Go back to the session



**RE-WRITE YOUR CONSTELLATION'S "HOW MIGHT WE" FOCUS QUESTION FROM LAST SESSION HERE:**

## ACTIVITY 6: ADAPTIVE CYCLE (20 MIN.)

**1** Look at the adaptive cycle below. Individually, consider the following questions and jot down any questions, notes, or insights that come up for you as you do this exercise. (5 min)

- As an individual, in which phase of the adaptive cycle are you most comfortable or useful? I.e. Is it exclusively in the disruptive phase or are you perhaps straddling the disruptive and renewal phase?
- How does this help/hinder your movements through the world?
- Reflect on this question and write down the reason for your response. Jot down any questions or insights that come up for you as you do this exercise.

**2** Come back into your group and chat about this in pairs or as a group, sharing your personal and individual positions. (15 min)

Go back to the session

## ACTIVITY 7: PLOTTING YOUR CONSTELLATION'S SYSTEM (30 MIN.)

Look back at the adaptive cycle. As a Constellation, discuss and use the guide on the following page to help you document the discussion.

1. Where would you plot your system of interest?
2. What elements of your system are keeping the system stuck - what traps are your systems falling into (degenerative conditions)?
3. How are we contributing to the stuckness?
4. What elements of your system are encouraging movement/change (regenerative conditions)?

ACTIVITY 7 CONT'D

1. Where would you plot your system? Why?

**2. Degenerative conditions**

What elements of your system are keeping the system stuck?

*Who/what is preserving the status quo?  
What traps are your systems falling into?*

**3. Regenerative conditions**

What elements of your system are encouraging movement/change?

*Where are your relationships the strongest and most trust-filled? Who is cultivating (putting energy) meaningful relationships in your system?*

Go back to the session



# WORKBOOK SESSION 4: SYSTEM OF THE PAST

**RE-WRITE YOUR CONSTELLATION'S "HOW MIGHT WE" FOCUS QUESTION FROM LAST SESSION HERE:**

## ACTIVITY 8: WHO'S ON YOUR BUS (1 HR)

- 1** Watch *The Bus Within Us* as a constellation or individually. (12 min)
- 2** First as individuals, jot down some reflections about the methodology keeping in mind these guiding questions:  
(10 min)
  - Who is on your bus? Who is *not* on your bus?
  - What are your cartesian coherences as an individual?
  - Did any confusion or tensions surface?
  - Was there anything that specifically resonated with you?
- 3** Come together as a constellation. Take some time to discuss your personal reflection and any confusion or insights you might have.  
(15 min)
- 4** Then, in relation to your "How might we question" work together to reflect and answer the questions on the following page.  
(20 min)

**Turn to next page**

**Who's in the "back" of your bus?**

*Who are the voices, the ancestors, the actors who came before. Who were the silenced, the overlooked, the excluded?*

**Who are they speaking to & through?**

*And HOW do they speak*

**What do they think, say, and feel?**

**What guidance / advice do your ancestors give to your focus question?**

*What might they tell you to release or to grow?*

Go back to the session





# WORKBOOK SESSION 5: SYSTEM OF THE FUTURE

**RE-WRITE YOUR CONSTELLATION'S "HOW MIGHT WE" FOCUS QUESTION FROM LAST SESSION HERE:**

## ACTIVITY 9: CREATE YOUR MUSEUM OF ARTIFACTS (30 MIN)

- 1 Take 5 minutes to individually brainstorm some artifacts you might add to a museum exhibit from the future. An artifact can be a song, a dance move, architecture, a cultural movement, literature, cultural practices, fashion, theory, etc. These artifacts speak to the community of your Constellation (and possibly your focus question) and represent pieces of the future you want to see, but that exist now, in the present. (5 min)

*Some examples to help get the creative juices flowing:*

*The "Pleasure Chest," a sex-positive shop that is welcoming, has nice lighting, feels open and inviting, makes education accessible, has knitting circles where the topics range from blow-jobs to bondage to contraception; a karaoke machine because the man who invented it, as the story goes, decided not to patent it so that it could have a greater reach; Mona Chalabi - The Gray-Green Divide for visualizing historical (and the lack of) access to green space but in a free, site-specific installation so accessible and interactive. **See Jordan's artifacts here.***

- 2 As a Constellation, share your individual artifacts. (5 min)
- 3 Then, as a Constellation, decide on 3 - 4 artifacts (or more!). For each artifact you choose for the Constellation, consider the following: (15 min)

Reflecting back on the dashboard of knobs and levers that are relevant to your environment, consider what combinations would make an artifact futuristic. If your artifact is a piece of music, think beyond the meaning of the lyrics or words. Think about the song structure, and use of language. If it is a painting, think beyond the images themselves but the artist's use



of color and size as "knobs and levers" to play with. What "elements" make this work futuristic? What reality is this artifact responding to?

**4**

Then, for your selection of artifacts, finish this sentence:  
The future that these artifacts are building for is a future where...  
(10 min)

Use the outline below to document/capture your Constellation's session.

### Constellation's exhibit of artifacts for the future

Artifact #1

*What "elements" makes this work futuristic??*

*What reality is this piece of art responding to?*

Artifact #2

Artifact #3

Artifact #4



**The future that these artifacts are building  
is one where...**

Go back to the session

## ACTIVITY 10: BUILDING SCENARIOS (30 MIN)

- 1 After reviewing your "Future where" statement above, each person in the Constellation takes a moment to write out a scenario that articulates the future they envision for the system's and your Constellation's focus the question.  
(5 min)

Consider the following:

- What "elements," dials, levers would be turned up or down to make this future world?
- Who would be the protagonists of this future?
- What language would we use? How would we relate to each other? How would we feel?
- Do NOT consider *HOW* such a future would come into being.

### EXAMPLE SCENARIO

*The future where:* The future that this artifact is building is one where American society defines justice through restoration and repair instead of punishment and violence.

*Scenario:* This is a future where the restorative justice system takes into account the historical and systemic conditions of society. Communities or representatives of the community are tasked with reparation and instruction when conflict occurs. Those who are harmed are able to use trauma mediators to seek justice without having to relive their traumas or be subject to revictimization. Said differently, people who have been



*harmful will be cared for as long as the “person who harmed” also receives a reparation stint, which can include instruction, community service, relocation. Where each convening around harm takes into account the values of the community and notions of punishment and how they contribute to trauma. The tools of restoration and repair extend to psychologists, spiritual leaders, teachers, coaches, family members so that they have the resources to reintegrate both harmed and harming individuals back into society. The labor force plays a part in destigmatizing people who have harmed and have been harmed. For those who have harmed, part of their accountability means they have the support and space to reconcile with whom they’ve harmed and also to heal from it themselves.*

- 2** Come together as a Constellation. You will each briefly share your scenarios and work to build one scenario together.  
(20 min)

Guiding prompt:

What does the world look like that my community wants to help usher in/create?

Again, avoid at all costs considering “how will this happen?”

**Constellation future world scenario:**

Go back to the session



# WORKBOOK SESSION 6: EXPERIMENTS FOR CHANGE

**RE-WRITE YOUR CONSTELLATION'S "HOW MIGHT WE" FOCUS QUESTION FROM LAST SESSION HERE:**

**RE-WRITE YOUR CONSTELLATION'S "Future where..." STATEMENT HERE:**

## ACTIVITY 10: DESTINATION AND SYSTEM REVIEW (10 MIN)

Take this time to look back at your work from the last sessions. Use this time to refresh your mind about what stories and narratives you've surfaced. What insights have you had? What tensions did you come up with again and how did you move through them? Use a journal to jot down any thoughts.

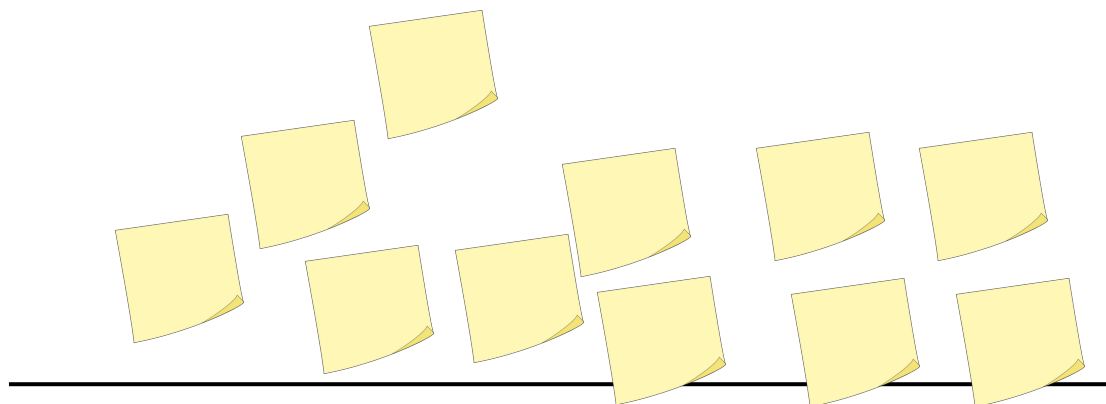
Go back to the session

## ACTIVITY 11: BUTTERFLIES & MOONSHOTS (35 MIN)

- 1** Take some time to individually brainstorm some butterflies and moonshots. Avoid discussing ideas for now!  
(5 min)
- 2** Now, come together as a Constellation. Using a Mural board, Google Doc, or sticky notes, everyone should post their ideas along the spectrum of "more butterfly" or "more moonshot."  
(10 min)

3

This is the time to discuss, compare, question, and dream up new and exciting ideas. Make sure you are making room for new ideas, not what you might have already planned before embarking on this journey.  
(20 min)



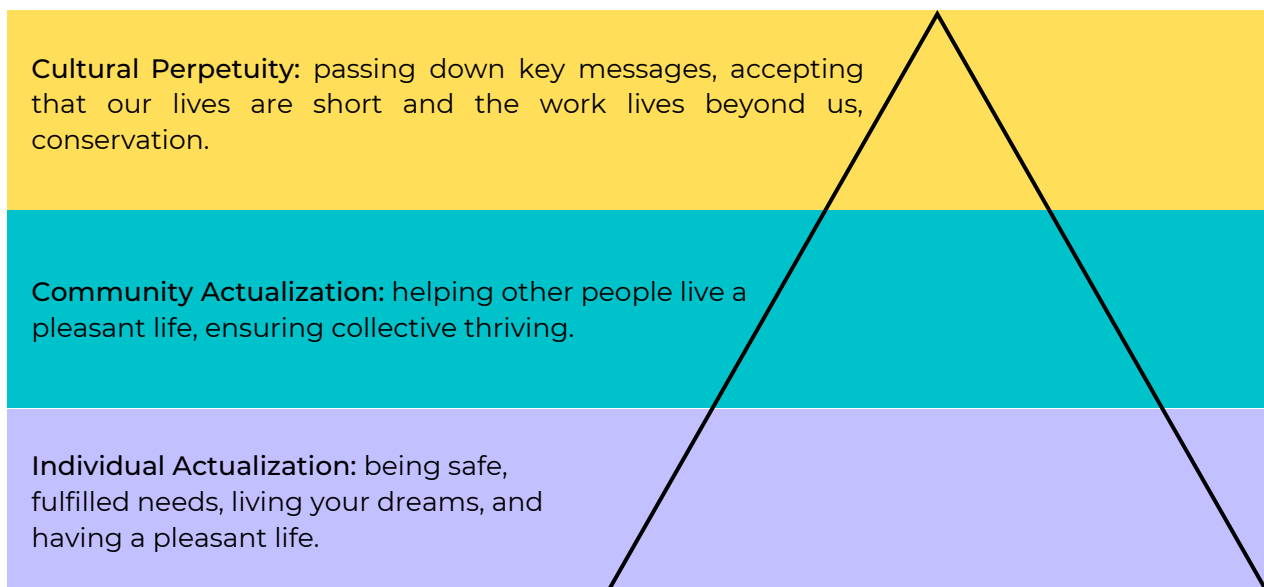
BUTTERFLY

MOONSHOT

Go back to the session

### ACTIVITY 12: LEVELS OF IMPACT (20 MIN)

As a Constellation, map your ideas for actions and experiments on each level of the pyramid. Keep discussing and generating new ideas.



Go back to the session



## ACTIVITY 13: PERSONAL REFLECTION (35 MIN)

How might you take the work of your Constellation over the past months, and transform it into a place where you and others can live?

Take these 30 minutes to do some creative writing, journaling, or take a nature walk to meditate about what this experiment has meant to you. Just leave enough time to write your reflections down when you finish your walk.

Prompts:

- This Constellations Journey has made me feel...
- This Constellations Journey has made me think...
- One thing I want to commit to taking forward...
- One narrative I feel pulled to hold on to...
- One narrative I feel is time to release...
- One new thing I've learned...

[Go back to the session](#)



# Additional reading & resources

## SESSION 2: SYSTEM OF PRESENT (PT 1)

- [The Invitation](#), Barry Lopez
- [Tools for Systems Thinkers](#), Disrupt Design
- [Emergent Strategy: Shaping Change, Changing Worlds](#), adrienne maree brown
- [The Cynefin Framework](#), David Snowden

## SESSION 3: SYSTEM OF PRESENT (PT 2)

- "[The Soil-Keeping Approach to Regenerative Justice: 7 Principles](#)", Kiley Arroyo
- [Fantastic Fungi](#)

## SESSION 5: SYSTEM OF FUTURE

- "[Why social movements need the radical imagination](#)", Alex Khasnabish, Max Haiven (~3 min read)
- Jordan's Cultural Playlist"

### Music:

- Esperanza Spalding's [Tiny Desk Concert](#) (0:00 – 7:35)  
(Lyrics: "[Formwela 3](#)")
- Alice Coltrane - [World Galaxy](#) (~40 mins listen)
- Floating Points and Pharoah Sanders - [Promises](#) (~45 mins listen – perfect working music)

### Video:

[Random Acts of Flyness](#) (~9 mins watch)  
[Mundane Afrofuturist Manifesto](#) (First 10 mins)  
Sun Ra - [Space Is the Place](#) (~5 mins watch)  
Solange Knowles - [Alameda](#) (~5 mins watch)

### Visual art:

- [Julie Mehretu](#)
- Simone Leigh - "[Brick House](#)"

### Advocacy:

- [Equal Justice Initiative](#) (EJI)
- JustLabs' [Dream Strategy](#)
- [Black to the Future](#) - Mark Dery
- [Are Prisons Obsolete: Introduction to Prison Reform or Prison Abolition](#), Angela Davis (~10 min read)

## SESSION 6: EXPERIMENTS FOR CHANGE

- "Butterflies, not moonshots", Ariel Sim
- "The Blackfoot Wisdom that Inspired Maslow's Hierarchy" Teju Ravilochan, originally published by Esperanza Project
- Termite Ventilation Systems