

# RURAL RACIAL JUSTICE ORGANIZING STUDY GROUP TOOLKIT

From Lost River Racial Justice and Out in the Open



*Published October 2020*

**Lost River Racial Justice** is dedicated to small town and rural multiracial organizing to dismantle white supremacy and transfer power and resources to people of color communities. Our guiding principles can be found on our website, [lostriverracialjustice.org](http://lostriverracialjustice.org). Contact LRRJ at [lostriverRJ@gmail.com](mailto:lostriverRJ@gmail.com).

**Out in the Open** connects rural LGBTQ people to build community, visibility, knowledge, and power. We are based in Brattleboro, Vermont. Out in the Open is guided by organizational values, which can be found at [weareoutintheopen.org](http://weareoutintheopen.org). Contact Out in the Open at [info@weareoutintheopen.org](mailto:info@weareoutintheopen.org).

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## TABLE OF CONTENTS

<b>2020 Update &amp; Acknowledgement: Rural Racial Justice Organizing Toolkit Release and Update</b>	<b>4</b>
<b>RURAL RACIAL JUSTICE ORGANIZING STUDY GROUP TOOLKIT</b>	<b>5</b>
<b>Organizational and Study Group Introductions</b>	<b>5</b>
<b>Thank you/acknowledgements</b>	<b>9</b>
<b>Chapter One: How we organized study group</b>	<b>10</b>
SAMPLE BRIEF TIMELINE FOR STUDY GROUP	11
SAMPLE ACCEPTANCE EMAIL TO PARTICIPANTS	12
SAMPLE PRE-SESSION ONE EMAIL	13
BUDDIES (AKA “Accountabilibuddies”) EXPLAINED	14
SAMPLE BUDGET	14
<b>CHAPTER TWO: CONTENT OF THE STUDY GROUPS</b>	<b>15</b>
A full list of groups and individuals featured in this toolkit is listed above in the acknowledgements.	
SAMPLE BRIEF AGENDAS:	15
CONTENT AND MATERIALS	16
SESSION ONE	16
ALTERNATIVE SESSION ONE	17
SESSION TWO	18
ALTERNATIVE SESSION TWO -	20
SESSION THREE	21
ALTERNATIVE SESSION THREE	22
SESSION FOUR	23
ALTERNATIVE SESSION FOUR	25
SESSION FIVE	26
ALTERNATIVE SESSION FIVE	28
SESSION SIX	29
<b>APPENDIX:</b>	<b>30</b>
APPENDIX A: Facilitator resources	30
Wrap-up and follow-up ideas:	30
Facilitator preparation	30
Roles for 2019 Rural Racial Justice Organizing Study Group	31
APPENDIX B: AGREEMENTS	38
APPENDIX C: SAMPLE DETAILED AGENDAS	39

SESSION ONE Detailed Agenda	39
SESSION TWO Detailed Agenda	42
ALTERNATIVE SESSION THREE Detailed Agenda	43
FOCUS: Historical Creation of Whiteness & Predominately White Rural Organizing	43
SESSION FOUR Detailed Agenda	44
FOCUS: Multi-Racial Led Rural and Small-town Racial Justice Organizing	44
SESSION FIVE Detailed Agenda	45
FOCUS: LGBTQ & Two-Spirit-Led Rural and Small-town Racial Justice Organizing	45
SESSION SIX Detailed Agenda	46
FOCUS: Final session – final group meeting and synthesis	46
ALTERNATIVE SESSION 1 Detailed Agenda	48
ALTERNATIVE SESSION FOUR Detailed Agenda	50
FOCUS: Racial Justice Organizing with Multiracial Leadership	50
ALTERNATIVE Session 6 Detailed Agenda	51
APPENDIX D: Song lyrics and credits from Spring 2018 Study Group	52
APPENDIX E - SAMPLE FLYER - Fill in your own version here.	53
APPENDIX F - Creating a Fragrance Free Space	54
APPENDIX G: LIBRARY	55
SECTION 1: 2018 READINGS + RESOURCES	55
SECTION 2: Links to helpful websites or articles	55
SECTION 3: Readings	55
SECTION 4: Videos	56
SECTION 5: Other Curricula and Reading Lists	56
SECTION 6: Links to articles/resources on teaching anti-racism, racial justice to young people	56
APPENDIX H: 2020 Updated Resources	57

## 2020 Update & Acknowledgement: Rural Racial Justice Organizing Toolkit Release and Update

- This toolkit was crafted and created in 2018 and revised after our 2019 Rural Racial Justice Organizing Study Group. The toolkit was created as an act of love by many individuals within our community and in collaboration with The Root Social Justice Center. Please continue to read the introductions on page 5-7, and our thank yous and acknowledgements on page 8 to gain a deeper sense of the origins of this toolkit and the organizations that took part in forming the Study Group and Toolkit.
- We are releasing this resource now, in early fall 2020, after years in the making, fueled from the global uprisings for Black Lives Matter and a global pandemic raging across the globe, which disproportionately impacts Black and Brown people. We continue to mourn the murders of Black trans folks, cis Black women, and cis Black men. We build on the collective outrage, and inspiration of global uprisings for Black Lives with the release of this toolkit to support continued organizing in rural communities and all communities.
- **This is the long haul work.** This Toolkit and Study Group are intended to take time and intention. In a moment where there is the call to action, for white people to do work in dismantling white supremacy, this Toolkit allows a framework for deep learning, conversation, and commitment to engage in rural racial justice work for the long haul, not just in a specific moment.
- Use this toolkit as a framework and guideline for supporting the development organizing and continued education opportunities within your rural communities.
- To respond to the current moment of uprisings for Black Lives and impacts of COVID-19 we have added an additional appendix with resources coming out of this moment in time in 2020.
- For questions, comments, or follow up- please reach out to [lostriverrj@gmail.com](mailto:lostriverrj@gmail.com) or [info@weareoutintheopen.org](mailto:info@weareoutintheopen.org).

# RURAL RACIAL JUSTICE ORGANIZING STUDY GROUP TOOLKIT

## Organizational and Study Group Introductions

We live, work, and organize on land near where the West River and the Kwanitekw/Connecticut river meet. The Sokoki band of the Abenaki called this place Wantastegok. Sokoki people lived in Wantastegok during their annual traverse from their northern summer hunting grounds (near the lake we now call Lake Champlain) to their more southern winter settlement. The Sokoki (people who separated) live furthest south of other Abenaki tribes. The Abenaki are part of a larger Wabanaki (people of the dawn) group. There are 20-30 Wabanaki tribes in New England today. The name “Wantastegok” is a loose transliteration – “Wantasiquet” is an example of an alternate spelling. This word contains “wantas” meaning lost, “tekw” meaning flowing water, and “gok” meaning place. This name could reference the point in the river where you get lost. We chose **Lost River** as our name to honor the indigenous communities in whose land we, of settler ancestry, are visitors, and to reflect our commitment to organizing regionally without division by artificial state borders.<sup>1</sup>

This Study Group has been primarily held on Elnu Abenaki land in Brattleboro, Vermont. Vermont as a state has a documented population that is 9.2% people of color. There is also a large, undocumented (and therefore uncounted in official numbers) Latinx/o/a farmworker community in Vermont.<sup>2</sup> The first round of this Study Group started before Lost River Racial Justice (LRRJ) even formally came together! Out of that initial group grew Southern Vermont Racial Justice, which shortly became Lost River Racial Justice in the fall of 2015.

The 2018 iteration of this Study Group was a deep collaboration between LRRJ and Out in the Open (OITO), formerly known as Green Mountain Crossroads. In 2017, HB, the Director of OITO joined the leadership Nucleus of LRRJ. Around the same time, OITO had been thinking about separately offering an LGBTQ Racial Justice Organizing Study Group. Joining with LRRJ and the existing model LRRJ had been building provided a great jumping off point for work together. Both groups value and prioritize intersectional collaborations and find that in our rural spaces working together is how we can best succeed.

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<sup>1</sup> We gratefully acknowledge [Rich Holschuh](#) as the primary source for this acknowledgement (presentation at Vermont Indigenous Peoples’ Day).

<sup>2</sup> Thanks to our friends at [The Root Social Justice Center](#) for this info and reframing of how people often think of numbers of folks of color in Vermont.

Out in the Open connects rural LGBTQ people to build community, visibility, knowledge, and power. OITO was founded in 2012 in the wake of the Center for Disease Control defunding many rural organizations supporting people living with AIDS/HIV. We believe that collective liberation for all people is possible and that rural LGBTQ people have a critical role to play in that struggle. We are guided in our work by these organizational values:

- Rural can be queer: Rural places are and should be welcoming homes to people of all genders, identities, and orientations. We believe in building, renewing, and supporting rural LGBTQ people, and in prioritizing those voices.
- Intersections: OITO understands that LGBTQ people bring multiple identities to all they do, and honors all aspects of people's whole selves.
- Celebrating resistance: We inherit a tradition of radical people making radical change in their communities and the wider world, and strive to honor them through our work as part of that tradition.
- Connections: We believe that all people and the environment have needs that must be met, and actively seek solidarity and collaborations with other organizations and individuals working toward justice.
- Anti-racism: Understanding that we are limited by our history as a predominantly white-led organization, and working within the specific political context of Northern New England, OITO strives to be an anti-racist organization. We believe that white people need to work alongside people of color toward ending white supremacy.
- Joy: Our work must be joyful, fun, and empowering.

In 2018, LRRJ + OITO held a six-session Study Group with about 40 participants, the largest group yet to date! We met several times as a whole group as you'll see reflected in the agendas and documents below. However, the majority of our time was spent in four smaller breakout groups.

From both our 2018 and 2019 Study group offerings, it was clear that it is essential to take the time as a facilitation and implementation team to develop the connections, relationships, trust, communication and cohesion in order to do this work together. Working within already existing teams with a strong dynamic, or intentionally investing time and energy before planning, is key to the success of the study group offering to be responsive to the needs of the participants and co-facilitators. We encourage those who embark on any of these offerings to do this work while fostering and maintaining deep connections that lead to support, understanding, accountability, and learning.

**This toolkit is not intended as a 101 for folks just starting to learn about racial justice and dismantling white supremacy.<sup>3</sup> We have asked that folks come to the group with an understanding of structural/systemic racism.**

As you'll see below, we organized these sessions based on who is in leadership of the group(s) doing the organizing: People of Color-led, White-led, Multi-racial-led, and LGBTQ & Two-Spirit-led. Those sessions designated as an "alternative session" here are pulled from the 2015 iteration of the group and are organized around slightly different themes. Looking at the white working class, historically, for example. *For your own group, you could certainly re-organize these sessions based on many other lenses: by issue, by location, by strategy/tactic, or many others!* Again, some of the alternative sessions provide different types of directions for the same materials.

Many of the reflection questions and materials focus on Vermont/New England/the Northeast U.S. because that is where we live and where the group this toolkit is based on has happened. You'll also notice that some of the reflection questions and language throughout talk about "how can we as white people..." this language is reflective of our location in that we have produced this study group in a region with a high percentage of white people and that the groups we have facilitated here have had majority white folks participating as well. As with everything in this Toolkit, change it if that doesn't fit for you!

Lastly, we know this Toolkit is imperfect! Quoting, in part, from Lost River's guiding principles:

"We resist perfectionism, which is characteristic of [white supremacist culture](#) and tends to lead to inaction and shame. We know that we will make mistakes, and that we cannot delay action until we feel 100% ready to be sure of getting it right. Instead we strive for action that...has an overall positive impact, and in which the inevitable missteps that occur are ones we can correct and learn from to strengthen our work and the movement..."

We know that educating ourselves and others about systemic racism, history, social movements, and other topics is critical, but not enough by itself to create change. We choose to emphasize praxis, or ideas in action. We see learning and action as intertwined, not competing for our attention but rather furthering and strengthening each other in every moment."

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<sup>3</sup> If you are looking for a 101 level resource reading list, check out this one put together by LRRJ: <http://lostriverracialjustice.org/reading-list/>



This Toolkit is an embodiment of those ideas; an imperfect yet powerful step toward praxis in the practice of resisting white supremacy and working toward collective liberation and racial justice.

We hope you find this resource useful; we hope you break it apart, mix it around, rewrite it, and adapt it to your own communities, and send it back to us so we can do the same all over again. We need to make use of every tool available to break down oppression, combat white supremacy & racism, and fight for collective liberation. Let this Toolkit be one more thing we have to use as rural people to bring us further down the road toward justice.

## Thank you/acknowledgements

This Toolkit builds on the legacy of countless people working for racial justice, disability justice, and LGBTQ+ justice over many years. As well as current and former members of the Lost River Racial Justice Nucleus: Aiyana, Alex, Anne Louise, Camille, Claire, Davey, Ethan, Fischer, HB, Ingrid, Lis, and Mel. Facilitators of 2018 Study Group: Camille, HB, Lis, Lucy, Opeyemi, and Sonia. And Core Facilitators of the 2019 Study Group: Anne Louise Wagner, Camille Robertson, Emma McCumber, and Tara O'Brien. Thank you to Hilltop Montessori School for offering space to host the 2018 and 2019 Study Groups. Deep appreciation to the 2018-2019 Study Facilitators for spending a year outlining curriculum, materials, and a process for this toolkit. Additional thanks to Jen Carr for her work compiling and organizing three+ years of Study Group materials for this Toolkit; to HB Lozito for a first draft of the Toolkit; and to Eva Westheimer for 2020 updates.

Deepest gratitude to the organizations and people we learn from throughout the course of this study group:

- [ACT for Social Justice](#)
- Andrea Smith
- Anne Braden
- Barbara J. Love
- Beatrice Roman
- [Black Lives Matter New Hampshire](#)
- [Black Lives Matter Greater New York](#)
- [Black Lives Matter](#) (National) & Alicia Garza
- [Brown Star Girl](#) – Leah Lakshmi Piepzna-Samarasinha
- Chief Arvol Looking Horse
- Chris Crass
- [Country Queers](#)
- Cynthia Kaufman
- David Gilbert
- Dolores Huerta
- Esther Uranday
- Grace Lee Boggs
- [Indigenous Action Media](#)
- James Baldwin
- Jesus Marin
- Jewish Community Protestors in Philadelphia
- [Jewish Voice for Peace](#)
- Jo Freeman
- Joyner Lucass
- Judi Bari
- [Justica Migrante/Migrant Justice](#)
- Kimberle Crenshaw
- [Kentuckians for the Commonwealth](#)
- [Midwives of Color](#)
- [MILK NOT JAILS](#)
- [Montpelier High School Racial Justice Alliance](#)
- [Montana Two-Spirit Society](#)
- [National Queer Asian Pacific Islander Alliance](#)
- [No More Deaths/No Mas Muertes in Arizona](#)
- [The Oceti Sakowin Camp](#)
- [The Penobscot Nation](#)
- [Redneck Revolt](#)
- Redwood Summer
- [Rich Holschuh](#)
- Rico Barrera
- Roberto Bustos
- Robin DiAngelo
- Roxanne Dunbar Ortiz
- [The Root Social Justice Center](#)
- [Rural Organizing Project](#)
- [Sins Invalid](#)
- [SisterSong](#)
- [Showing Up For Racial Justice](#) (SURJ)
- [Southern Maine Workers Center](#)
- [Southerners on New Ground \(SONG\)](#)
- [Soul Fire Farm](#)
- [Standing Rock](#)
- The Standing Rock Sioux Tribe
- [Statewide Organizing for Community eMpowerment \(SOCM\) in Tennessee](#)
- [STAY TOGETHER APPALACHIAN YOUTH \(STAY\)](#)
- SNCC Mississippi Voting Rights Workers
- Tema Okun
- [Think Again Training](#)
- [United Farm Workers](#)
- [Vermont Workers Center](#)

## Chapter One: How we organized study group

This section includes: checklists for planning and facilitating the study group, a sample timeline for planning, a draft acceptance email to participants, a sample pre-session one email, an explanation on the buddy system, and a sample budget.

### *Before Study Group:*

- Gather a facilitation team
- See setting roles and expectations of a facilitation team in Appendix A
- Find a location (or locations)<sup>4</sup>
- Ask yourself: is the space accessible?<sup>5</sup>
- Schedule sessions - check dates against local events calendars, religious holidays<sup>6</sup>, school vacations, etc. Think about how long you want to have between sessions. We typically run 6 sessions spread out over three months
- Create a participant registration form – see a [SAMPLE here](#)
- Reach out to participants
  - For example: social media posts, local listservs, press releases, radio appearances and/or PSAs, emails from other supportive groups and nonprofits in your area
- Meet accessibility needs to the best of your ability; communicate clearly about any you cannot meet
- Send out learning materials for the first session

### *During Study Group:*

- Send out a reminder – a few days before; one day before
- Buy snacks – remember to review folks’ dietary need
- Arrive early, set up the space
- Put out food
- Set chairs in a circle(s)
- Put up big paper as needed, set out markers
- Hold session; gather feedback
- Debrief the session, make any necessary changes/updates to materials or spaces
- Send out materials for the next session - consider how long before each session you want to send out the materials!

### *After Study Group:*

- Gather feedback from participants. (See a [SAMPLE feedback form](#) for participants here.)
- Gather feedback from and with other facilitators (if any)
- Debrief as a facilitation group
- What worked? what didn’t?
- Send thank you notes (volunteers, participants, the space, etc.)

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<sup>4</sup> This was written before the COVID-19 Pandemic, in the pandemic research virtual options, such as zoom, or other such similar programs. Virtual meeting options with breakout rooms support in creating small group conversations.

<sup>5</sup> There are many articles/lists of access suggestions. We love [this one by Sins Invalid](#). And also in our rural context we are thinking about questions like: how can we make spaces/gatherings accessible to everyone in our rural communities where internet/video options may not be available or where there is no public transit or where there are more limited spaces available to choose from?

<sup>6</sup> We made a mistake and scheduled the final session during Passover in 2018. This meant that many of the Jewish folks participating in the study group missed the final session. Lesson learned about the Christian hegemony inherent in printed and online calendars! This was a good practice in being accountable to a mistake and making a change for 2019 and beyond.

- Decide if you want to do it again!
- Set a date for a “reunion” gathering if you want to do one and share it with the group

## **SAMPLE BRIEF TIMELINE FOR STUDY GROUP**

### **August**

- Read this Toolkit!
- Review learning materials, make any needed updates based on your location and regional/national events<sup>7</sup>
- Gather facilitation team (or move forward with just you!)

### **September**

- Find location(s)
- Recruit logistics support person (coordinate childcare if needed, rides, etc.)
- Schedule sessions
- Outreach to find participants

### **Late November/Early December**

- Send outreach/registration to confirmed participants
- Notice and plan for any accessibility needs of participants<sup>8</sup>

### **January-March**

- Facilitate study group sessions!

### **April**

- Gather and synthesize feedback
- Decide if you want to do it all again!
- Send feedback to toolkit creators

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<sup>7</sup> See Appendix H for additional resources around the global uprisings for Black Lives and the COVID-19 Pandemic.

<sup>8</sup> see footnote on the prior page for an article about access suggestions from Sins Invalid. And also, check out [this Disability and Access Toolkit from Showing Up for Racial Justice \(SURJ\)](#).

## SAMPLE ACCEPTANCE EMAIL TO PARTICIPANTS

Hello!

We're thrilled that you've signed up to participate in this study group. Thanks so much for taking the time to share more about yourself on the registration form. I'm writing today with more information about our first session and the series on the whole.

Please confirm that you're still planning to attend the study group. Our first session will be [date of your first session] at [location].

A few details:

- If everyone who has signed up continues on with the group, **we'll have [\_\_\_] people in the group**. That's exciting! And given the large amount of interest, we're planning to meet all together the first and last sessions and to split into four smaller groups for the middle four sessions with all groups reading the same content.
- We will send the **materials for this first session** by [day]. These will be a mix of audio, readings, and videos.
- **Fragrance free reminder + update:** we do have some folks in group this time around who need a fragrance-free space. For the individuals participating this time, that means no synthetic fragrances on your clothes or person. No perfume, cologne, or scented body products unless they are 100% scented with natural essential oils. If you're not sure, we strongly recommend you either skip it or read the ingredients label (the words 'parfum', 'perfume', or 'fragrance' on a label would put items in the not for study group category. The other main items to watch are laundry detergents and dryer sheets. If you have access to free & clear detergent, wonderful! If not, we suggest wearing clothes that have not been recently laundered (don't pull something directly out of the laundry for the group, choose something that maybe you washed and has been in the closet/drawer for a while). And please, let me know if you have questions!
- We're exploring the idea of **caucuses** this year (caucus meaning gathering with folks who share a specific piece of your identity and not with those who don't). Is there a group you'd be interested in caucusing with during the session (working class/poor folks, LGBTQ people, parents, etc.)? If yes, how often would you like to meet (every session, one time over the course of the group, etc.)?

Again, thrilled you'll be joining us for what is shaping up to be a really fabulous group! Please let me know if you have any questions/thoughts/concerns/etc. And I'll look forward to seeing you [date of your first session] if not before!

Warmly,  
[your name]

## **SAMPLE PRE-SESSION ONE EMAIL**

Welcome to the Rural Racial Justice Organizing Study Group. This group is based on a toolkit created by [Lost River Racial Justice](#) and [Out in the Open](#). We are delighted to be partnering with [name of collaborative partnering groups if any] to put on this study group.

This round, we are a community of [number of people participating] individuals, interested in learning more about undoing white supremacy/ and decolonizing our minds and our organizing. Our specific strategy is to learn more about community racial justice organizing, in rural areas, like where we live in [names of areas where you and participants live].

Everyone should have received e-mail contact and/or a phone call confirming your ability to attend all sessions, and to check in one more time on any accessibility needs.

We are excited to share that we will be meeting at [your location]. [Your location] has donated the use of the facilities for this event in support of community conversations and education around Racial Justice, but their donation does not constitute an endorsement of specific content of the event.

There are four of us who will be holding main facilitation roles in our group of ~40. When we divide into smaller groups for our sessions, we will be asking for volunteers to help facilitate them.

We remind you that we are creating a [Fragrance Free space](#). More on how and why to do that at the link above.

### **So, how to prepare for our first meeting?**

Wear comfortable clothes, bring snacks to share, review our [proposed community guidelines](#), and work on the homework, below [list and link first session materials].

We're looking forward to studying and building relationships and supporting local racial justice organizing with all of you!

In solidarity,  
[names of facilitators]

## BUDDIES (AKA “Accountabilibuddies”) EXPLAINED

We’ve used a buddy system throughout the study group to help keep each other accountable to the group and to have as a consistent person with whom to deepen a relationship throughout the group (and perhaps beyond!). Buddies are the person to reach out to (in addition to facilitators) if you’re going to miss group, they’re the person you’ll check in with during group, etc. Many folks build a great connection with their buddy throughout the group and continue getting together long after the group has finished! We have initially matched folks with a buddy through a dance party or any random mingling activity. Alternatively, you may want to pair people intentionally together. Either way works! You’ll see reflected in the agendas below, consistent buddy time, each session.

### SAMPLE BUDGET

Item	Cost	Notes
Liability Insurance <sup>9</sup>	\$125	For all six sessions. We used eventhelper.com since at the time none of the groups involved carried general liability insurance
Food	\$200	For a group of 40 participants, we budgeted \$50 for each of the four-hour sessions and \$25 for each of the two-hour sessions
Copies/outreach	\$25	Printing fliers, etc.
Speaker	\$100	For the final session
Stipends for facilitators/planners	\$150/each	We did not include this in our 2018 budget but would like to in the future.
Big paper & markers	\$100	Out in the Open donated these items in-kind. \$100 is an estimate.
Childcare, if needed	\$480	Based on \$15/hour for two providers for 16 hours. We offered care in 2018 but no participants utilized it.
American Sign Language interpreter	\$1440	16 hours of study group at \$90/hour
TOTAL	\$2620	It is very possible to do Study Group for less than this total!

#### **A NOTE ON THE BUDGET & SOME FUNDRAISING IDEAS:**

- There are a wide range of possibilities with regard to the budget for the Study Group! We have run this study group with essentially zero budget in the past. The budget above represents a more comprehensive and accessible group budget. There are clearly many ways to reduce the budget: smaller number of people, meet in folks’ homes, invite children to join the group, etc.
- Approach local farms and/or stores who may be willing to donate food or offer gleaning opportunities
- Pass a hat (there is a **note on a larger donation ask** later on in this guide) for participants to donate during the session(s) while making it clear that the group is offered for free with no one being turned away.
- Approach local groups to see if they would like to sponsor portions of the group (in exchange for verbal thanks and/or visual logos on fliers, outreach, etc.)

<sup>9</sup> The space we used in 2018 required liability insurance. The space you use may not!

## CHAPTER TWO: CONTENT OF THE STUDY GROUPS

A [full list of groups and individuals featured](#) in this toolkit is listed above in the acknowledgements.

### SAMPLE BRIEF AGENDAS:

*These are brief versions of sample agendas we used during the 2018 study group. **Numbers in brackets (ex. [5]) indicate the number of minutes allotted for that activity.** You will find full, detailed versions of these agendas in Appendix D.*

---

**SESSION ONE Agenda – FOCUS: Intro & why study rural organizing in particular? What has been happening in your community?**

- Start late – [10]
- Welcome – [15]
- Agreements – [15]
- Somatic exercise – [10]
- 1-min Intros – [20]
- Why Rural? – [45]
- Break – [15]
- Racial Justice Local Timeline – [40]
- Buddies – [5]
- Set Personal Goals – [20]
- Next steps – [15]
- Evaluation – [5]
- Closing – [5]

**SESSIONS TWO-FIVE – FOCUS: Small group discussions of learning materials**

- Start 5 mins late
- Welcome/grounding/song [5]
- Goals/agreements review [5]
- Small group discussion [1 hr 45]
  - whole group check-in [5]
  - buddy check-ins [1]
  - materials discussion
- (back with whole group) Prep for next session [10]
- Events announcements & logistics [10]
- Closing [5]

**SESSION SIX Agenda – FOCUS: Final Group Meeting and Synthesis**

- Start late [5]
- Sing to gather people in the space [5]
- Opening [15]
- Small Group synthesis/closure [65]
- Report backs from each group [30]
- Break [15]
- Talk action break out groups -> plug in locally [45]
- Fundraising [20 including a 5 break]
- Closing/Evaluation [30]



## CONTENT AND MATERIALS

### SESSION ONE

**FOCUS: Why study rural organizing in particular? What has been happening in your community?**

#### Brief Agenda:

- Start late – [10]
- Welcome – [15]
- Agreements – [15]
- Somatic exercise – [10]
- 1-min Intros – [20]
- Why Rural? – [45]
- Break – [15]
- Racial Justice Local Timeline – [40]
- Buddies – [5]
- Set Personal Goals – [20]
- Next steps – [15]
- Evaluation – [5]
- Closing – [5]

#### For participants to do before the session:

1. Write down a few incidents in your community that have happened over the past 10 years (since 2010ish) that were either examples of white supremacy and racism showing up and/or examples of resistance/building power against racism. “In your community” could mean your family, religious community, town, county, state, etc. Talk to your neighbors, do research, jot down your own experiences, as applicable! We will be sharing these with the group.

2. Find out (if you don’t already know) in what era your family came to the US or what Indigenous roots you have - no need to go too deep, we’re just looking for you to have a sense of your roots in this country.

#### LEARNING MATERIALS:

- [Definitions](#)
- [2017 Rural Organizing.org Survey results The State of Rural America](#)
- [Why Trump Won Rural America - Dissent Magazine](#)
- ["A Struggle for Our Lives: Anti-racist Organizing in White Working Class Rural Communities: An Interview with the Rural Organizing Project in Oregon](#)
- Video: [Brattleboro Union High School #6 School Board Meeting](#) [20]

#### OPTIONAL MATERIALS

- [Redneck Revolt Organizing Principles](#)
- [Answering This Moment: Poor White Folks Organizing in Maine](#)
- Video: [The Story Behind Joyner Lucass Viral Video “I Am Not Racist”](#) [5]

**ALTERNATIVE SESSION ONE**  
**FOCUS: Theoretical Framework**

**Brief Agenda**

- Welcome [20]
- Pick a Buddy [5]
- Introductions [35]
- Agreements [15]
- Theoretical Framework [50]
- Break [15]
- Accountability [50]
- Next Steps [20]
  - Provide overview of remaining sessions, explain required/optional reading, send link for shared docs, print your own materials, use your buddy.
  - Review homework for next session
- Closing [30]

**LEARNING MATERIALS:**

- [Definitions](#)
- [A Herstory of the #BlackLivesMatter Movement by Alicia Garza](#)
- [Accomplices Not Allies: Abolishing The Ally Industrial Complex](#)
- [Developing a Liberatory Consciousness, Barbara J. Love](#)
- [Without Bureaucracy, Beyond Inclusion: Re-centering Feminism](#), by Andrea Smith

**OPTIONAL ADDITIONAL MATERIALS**

- [Calling IN: A Less Disposable Way of Holding Each Other Accountable](#)
- [Ferguson isn't about black rage against cops. It's white rage against progress](#)
- [Excerpt from Ideas for Action: Relevant Theory for Radical Change](#), By Cynthia Kaufman  
Capitalism and Class, pgs. 64-81
- [Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing](#) by Andrea Smith - Cherokee intellectual, feminist, and anti-violence activist

**SESSION TWO**  
**FOCUS: Work in Rural Racial Justice, Done by POC-Led Groups**

**BRIEF AGENDA**

- Start 5 mins late [5]
- Welcome/grounding/song [5]
- Goals/agreements review [5]
- Small group discussion [1 hr 45]
  - whole group check-in [5]
  - buddy check-ins [10]
  - materials discussion
- (back with whole group) Prep for next session [10]
- Events announcements & logistics [10]
- Closing [5]

**Review the learning materials and discuss the following questions<sup>10</sup>:**

- What happened next here in Vermont regarding the Milk With Dignity Campaign
- What happened next with Native American water/land rights at the national level?
- What happened next in the local and regional Black Lives Matter movement?
- What's happening now with POC-led groups and people who want to be allies)?

**LEARNING MATERIALS / CASE STUDIES**

***Milk With Dignity***

- [Peruse the Milk with Dignity Campaign site](#)
- [Milk With Dignity Program](#)
- Video: [Milk with Dignity Video](#) [12]

***Penobscot Nation water rights and Truth & Reconciliation Commission***

- ['Water is Life' - Penobscot Leaders Say They Won't Give Up Fight Over River](#)
- Video: [Dawnland preview](#) [3]
- [Penobscot River Rights Case Summary](#)
- [Penobscot Nation Water Resources](#)

***Black Lives Matter, New Hampshire/New York***

- Audio: [Police, Black Lives Matter, and Violence: A New Hampshire Perspective](#)
- [Black Lives Matter rally in Manchester seeks justice, peace](#)

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<sup>10</sup> Please see Appendix H for updated resource on the Milk with Dignity Campaign, Black Lives Matter movement in Vermont, and beyond, etc

### **Soulfire Farm**

- Peruse [Soulfire Farm website](#)
- [Full Shelves, Empty Calories: Springfield Neighborhoods Still Waiting For Healthy Food Options](#)
- [Black-Latinx Farmers Immersion at Soul Fire Farm](#)
- [Tractors, Ritual Baths, and Dismantling Racism: Welcome to Black and Latino Farmers Immersion](#)

### **ADDITIONAL OPTIONAL MATERIALS**

- [Penobscot River Rights Summary short film from Sunlight Media](#)
- Visual review of [Cohambee Black feminist statement/goals](#) (16 min)
  - [PDF of statement](#)
- [Cohambee River Raid Hx](#): (4 min)
- Listen to: [Ella Baker Song](#)
- [Milk With Dignity Standards May 2016](#)

### **FOLLOW-UP OPTIONAL MATERIALS**

*These articles were contributed from a group during the session in 2018 in response to the question “what happened next”, there have been many changes and updates since this article list was compiled, check Appendix H for some updated resources:*

- [Ben & Jerry’s Strikes Deal to Improve Migrant Dairy Workers’ Conditions, October 3, 2017](#)
- [How Milk with Dignity got a historic agreement, October 19, 2017](#)
- [Termination or Extermination for Penobscot Indian Nation? State of Maine Declares Jurisdiction Over Penobscot River; Federal Courts Agree, August 7, 2017](#)
- [Penobscot Nation loses claim to ownership of namesake river in Maine, July 5, 2017](#)
- [Vermont Senate introduces Equal Rights amendment to constitution](#)
- [More Than A Flag: Montpelier High Raises Expectations With Black Lives Matter Banner, Feb. 9, 2018](#)
- [Burlington School Board Approves Flying the Black Lives Matter Flag, Feb. 13, 2018](#)
- [Vermont House Members Challenged Over Comments Made During Black Lives Matter Discussion](#)
- [#MeToo? Black Women on the Periphery of a Movement](#)
- [26-year-old man still in coma after alleged hate crime in Auburn](#)

## ALTERNATIVE SESSION TWO -

### People of Color Led Rural Organizing, Differences between issue-based and identity-based organizing, Case studies

#### BRIEF AGENDA

- Buddy Check in [5]
- Small group review of readings [35]
- Larger group discussion of readings, including review of reflection questions [30]
- Break [10]
- Group activity [15]
- Writing reflection [10]
- Benefits and disadvantages of rural location with each case study [20]
- Revisit of last session conversation, what are our rural organizing tools? [20]
- Closing, Logistics, Song [5]

#### Reflection Questions:

1. What were some of the strategies Migrant Justice employed to get Ben and Jerry's to join their program?
2. How is the issue of prioritizing the training of midwives of color and confronting racial birth disparities relevant to rural organizing?
3. What strategies have midwives of color employed to raise and confront the issue of lack of access to midwives of color, especially in communities of color?
4. Talk/think about the Penobscots' engagement with the US legal system as a tactic.
5. What can we learn from the place-based nature of the work done by Penobscots in what is now referred to as Maine?
6. What do we know about indigenous resistance in Vermont/Southern Vermont/New England/Quebec (surrounding areas)?
7. What can we learn from the role white folks are playing in this struggle?

*Facilitator's Note: We are engaging deeply with the readings this week, and the amount of reading required for the week reflects this.*

#### LEARNING MATERIALS / CASE STUDIES

##### *Migrant Justice*

- [Milk with Dignity article](#)
- [Milk with Dignity article II](#)

##### *Organizing for more Midwives of Color*

- [Race, Gender and Abortion: How Reproductive Justice Activists Won in](#)

[Georgia SisterSong Policy Report, October 2010](#)

- [Midwives of Color, the Grand Challenge](#)
- [More on the Grand Challenge](#)
- [“Birth Politics in a Majority Minority Country”](#)
- [“Interesting Conversations in North American Midwifery”](#)
- [“Navajo Midwives Plan First Ever Native American Birth Center”](#)

*Penobscot organizing*

- [“Maine Tribes Boldly Declare Their Sovereignty”](#)

- [“Native Tribes Declare Sovereignty from Maine After Failed Social Experiment”](#)
- Film: [Dawnland preview](#)

#### OPTIONAL MATERIALS

- [From Unemployment to Food Insecurity, Black Women in the Rural South are Suffering](#)
- [Reproductive Justice and ‘Choice’: An Open Letter to Planned Parenthood](#)
- [Reproductive Justice Briefing Book: A Primer on Reproductive Justice and Social Change](#)

### SESSION THREE

#### FOCUS: White-Led Racial Justice Organizing in Small Towns and Rural Communities

#### BRIEF AGENDA

- Start 5 mins late [5]
- Welcome/grounding/song [5]
- Goals/agreements review [5]
- Small group discussion [1 hr 45]
  - whole group check-in [5]
  - buddy check-ins [10]
  - materials discussion
- (back with whole group) Prep for next session [10]
- Events announcements & logistics [10]
- Closing [5]

#### REFLECTION QUESTIONS:

1. How does this racial history of VT affect how you think we should be organizing?
2. Pros and cons of white-led racial justice organizing in rural communities/small towns? Common problems faced?
3. How have national groups engaged with rural racial justice organizing? Effectively, harmfully?
4. What tools, strategies were effective for ROP when they started and more recently?

5. Similarities between what ROP faces/faced in Oregon and what we face in VT?
6. We’re in another “movement moment” right now where people are getting involved in large numbers and facing urgent threats - how to turn this into long-term transformative organizing?

7. What are some of the unique challenges we might face doing white-led racial justice organizing in Vermont?

#### LEARNING MATERIALS

- Audio: [Why is VT So White? Podcast](#) [30]
- SURJ (Showing Up for Racial Justice) case study:
  - [SURJ's theory of change](#)
  - [Let's Organize, Not Scapegoat: SURJ's 2016 statement on not blaming rural white people for the rise of Trumpism](#)
- ROP (Rural Organizing Project) case study:
  - Review article from session #1 HW: "A Struggle for Our Lives: Anti-racist Organizing in White Working Class Rural Communities An Interview with the Rural Organizing Project in Oregon"
  - Read overview on how they built their network and scroll down to [listen to the first oral history interview with Marcy Westerling](#) (6 min)

#### OPTIONAL MATERIALS

- Audio: [Coming to Terms with Vermont's Dark History of Eugenics](#). [34]
- [A brief history of white-led anti-racism organizing](#) (2004)
- [Conversation with Southerners On New Ground \(SONG\) about role of white people doing racial justice organizing as part of the Black Lives Matter movement](#).
- [Roxanne Dunbar Ortiz' Foreword to "Hillbilly Nationalists, Urban Race Rebels, and Black Power"](#)

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#### ALTERNATIVE SESSION THREE

##### FOCUS: Looking at the White Working Class Historically

#### Brief agenda

- Extended Buddy Check In [20]
- ROP Case Study Small Group Discussion [15]
- Live video chat with guest speaker [40]
- Break [10]
- Discussion [35 min]
- Check-out, evaluation and closing song [30]

#### LEARNING MATERIALS

- [Black Power and White Organizing](#)
- [Lessons of Laurel: Grassroots Organizing in the South, 1968, 1970](#)
- [Hillbilly Nationalists and the Making of an Urban Race Alliance](#)
- [An excerpt from Hillbilly Nationalists about "JOIN" poor white anti-racist organizing in Chicago](#)
- [Building Alliances Collaboration Between CAUSA and the Rural Organizing Project \(ROP\) in Oregon](#)

## OPTIONAL MATERIALS

- [James Baldwin On Being White](#)
- [From White Racist to White Antiracist: The Lifelong Journey by Tema Okun](#)
- [‘The Tyranny of Structurelessness’ by Jo Freeman](#)
- [White Fragility, by Robin DiAngelo](#)

## SESSION FOUR

### FOCUS: Multi-Racial Led Rural and Small-town Racial Justice Organizing

## BRIEF AGENDA

- Start 5 mins late [5]
- Welcome/grounding/song [5]
- Goals/agreements review [5]
- Small group discussion [1 hr 45]
  - whole group check-in [5]
  - buddy check-ins [10]
  - materials discussion
- (back with whole group) Prep for next session [10]
- Events announcements & logistics [10]
- Closing [5]

*These case studies are all about groups supporting and building on each others’ racial justice work through solidarity and coalitional organizing. The VT high school student groups and the Southern Maine Workers’ Center have multi-racial leadership within their individual organizations. While the prayer camps and campaign were led by the Standing Rock Sioux Tribe and water protectors from hundreds of other tribal nations, the #NoDAPL movement became multi-racial. With this case study we can continue our conversations about POC-led organizing and also explore multi-racial coalitional organizing in a larger movement context.*

## REFLECTION QUESTIONS:

*Review the learning materials and consider the following questions:*

1. How does being in a rural/small town setting impact the organizing in each of these campaigns/movements? The media coverage? The overall impact?
2. How is Standing Rock organizing similar and different from other contemporary high-profile POC-led movements with broad multi-racial support and involvement (e.g. the Movement for Black Lives, #Not1More) whose leadership and participation has been based more in urban centers?
3. Where do identity-based and issue-based organizing show up in these case studies?
4. Compare and contrast racial justice organizing that is white-led, PoC-led, and multiracial led: How/why does the racial makeup of leadership matter?
5. What are the different roles for POC and for white folks in multi-racial organizing? When is it helpful for these roles to be explicit?



6. What are the opportunities and challenges of multi-racial organizing?

7. What particular strengths do youth organizers bring to racial justice organizing? What challenges do they face?

8. What else do you know about each of these movements, campaigns, and organizations?

### LEARNING MATERIALS

#### Standing Rock Water Protectors and Allies

- Video: [The Spirit of Standing Rock](#) by Mowhawk filmmaker and educator Paulette Moore and YES! Magazine co-founder and editor Sarah van Gelder [28]
- [Call by Chief Arvol Looking Horse for continued efforts, one year after the Standing Rock camp was closed, and look at the photos](#)
- [Standing Rock is everywhere: one year later](#)

Read at least one of these articles about non-indigenous groups organizing in solidarity with Standing Rock water protectors:

- [Why Black Lives Matter is Fighting Alongside Dakota Access Pipeline Protesters](#)
- [Dispatch from Standing Rock: Queer and Trans Asian Americans' \(QTAs\) Reflections](#)
- [Standing Rock: Conversations and Actions with My Kids, blog post by a local white Parenting for Social Justice organizer](#)
- [Nine Rabbis, Jewish Community Members Arrested Protesting Dakota Access Pipeline](#)
- [Jewish Voice for Peace statement of support for the Standing Rock Sioux Tribe](#)

#### VT High Schools Fly Black Lives Matter Flags

- Video: [Coverage of both the Montpelier High School and the Burlington High School BLM flag raising by Emily Pallas, a student from Milton High School \[9\]](#)
- Audio: [VPR interview with the school principal and a student in the Racial Justice Alliance: Montpelier High School Says 'Black Lives Matter,' And The Nation Reacts \[28\]](#)

#### Healthcare is a Human Right Movement: VT and Southern Maine Workers' Centers

- Watch: [The Vermont Breakthrough! How a Human Rights Movement Is Winning a Healthcare System that Puts People First \[12\]](#)
- [Vermont Workers' Center's Healthcare is a Human Right Campaign](#)
- [Enough For All: A People's Report on Health Care](#)

### OPTIONAL MATERIALS

#### No More Deaths/No Mas Muertes

- [Website](#)
  - [Spring Break Experiences](#)
  - [General Information for Desert Aid Volunteers](#)

- [End Streamline Action News](#)

#### Kentuckians for the Commonwealth

- [Website](#)
- [KFTC & Black Lives Matter](#)
- [KFTC interview with Chris Crass](#)

**Statewide Organizing for Community  
eMpowerment (SOCM)**

- [Website](#)
- [Anti-Racism Transformation Team](#)

**ALTERNATIVE SESSION FOUR**

**FOCUS: Racial Justice Organizing with Multiracial Leadership**

**Brief Agenda**

- Extended Buddy Check In [20]
- Report out and discuss check in questions [15]
- Case studies [35]
- Break! [10 min]
- Discussion [35 min]
- Team building activity [15 min]
- Check-out, evaluation and closing song [20]

**Case studies of rural white anti-racist organizing in this session (links below):**

- Southerners on New Ground (SONG) (required)
- No More Deaths/No Mas Muertes
- Kentuckians for the Commonwealth
- Statewide Organizing for Community empowerment (SOCM)
- All the other case studies of multi-racial rural organizing, other organizing, and other ways rural people get stuff done, that y'all have in your brilliant brains

**Reflection Questions:**

1. Where does identity-based and issue-based organizing show up in the organization?
2. What rural organizing tools are effective for multi-racial organizing?
3. What tools that we talked about for organizing white communities are not effective for multi-racial organizing?
4. What are the different roles for white folks in multi-racial organizing? Does it need to be different and/or explicit?
5. A theme of organizing proactively/reactively against "the Right" keeps coming up... how is that relevant or not to what is happening right now in Vermont?

**CASE STUDIES**

*Migrant Justice*

- [5 year photo history timeline 2009-2014:](#)
- [Background and Context Article on 'Vermont's Silenced Voices Project'](#)
- [2010 documentary film Silenced Voices \(25 min\)](#)

*Southerners on New Ground (SONG)*

- [Vision, Mission, History, and Essential Concepts of Southerners on New Ground \(SONG\)](#)
- ["Our People Are Worth the Risks: A Southern Queer Agenda from the Margins and the Red States" \(especially the section "Southerners On New Ground \(SONG\) and the South: Who We Are"\)](#)
- *(Cont. from SONG)*
- [Relational Organizing](#)
- [HOW DO WE RELATE? The Relationships Between Forms of Oppression](#)

- [How can we reshape power?](#)
- [SONGs Strategy and Next Steps in 2011](#)

*Kentuckians for the Commonwealth*

- [Website](#)
- [KFTC & Black Lives Matter](#)
- [KFTC interview with Chris Crass:](#)

*Statewide Organizing for Community eMpowerment (SOCM)*

- [Website](#)
- [Anti-Racism Transformation Team](#)

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SESSION FIVE

**FOCUS: LGBTQ- & Two-Spirit-Led Rural and Small-town Racial Justice Organizing**

**BRIEF AGENDA**

- Start 5 mins late [5]
- Welcome/grounding/song [5]
- Goals/agreements review [5]
- Small group discussion [1 hr 45]
  - whole group check-in [5]
  - buddy check-ins [10]
  - materials discussion
- (back with whole group) Prep for next session [10]
- Events announcements & logistics [10]
- Closing [5]

**Review the learning materials and consider the following questions:**

1. What are some of the challenges and opportunities presented by urban-rural collaborations like the one we see between Milk Not Jails, dairy farmers, & Circus Amok? And/or in SONG's work in both rural & urban communities?

2. How are the tactics and strategies used in each of these efforts different from or similar to

others we have looked at already throughout our study group?

3. Which do you think would/could be effective here in our area or in your community?

4. How does being in a rural/small town setting impact the organizing in each of these examples?

5. What particular strengths do LGBTQ & Two-Spirit people bring to racial justice organizing? What particular challenges do they face? How/why does the identity of the leadership/membership matter?

6. What else do you know about each of these movements, campaigns, and organizations?

### LEARNING MATERIALS / CASE STUDIES

#### *Montana Two-Spirit Society*

- [Montana Two-Spirit Society](#) website
- Video: [Montana Two-Spirit Society \[1:30\]](#)
- [Out Magazine Joining the Annual Gathering of the Two-Spirit Society in Montana](#)

#### *Southerners on New Ground (SONG)*

- SONG [website](#)
- Video: [Mary Hooks speaks to DailyKos – \[1:12-15:30\]](#)
- Video: Caitlin Breedlove Activism at the Intersections Panel [\[2\]](#)
  - [\[continued video 0:00-3:00\]](#)
- Video: [National Mama’s Bail Out Day \[video 0:00-10:00\]](#)
- [Small Town Cross Roads Report](#)
- [There is Honor in the Work](#)

#### *Country Queers*

- Country Queers [website](#)
- [Rural White Folks Need to Speak Out Against Racism in Our Communities](#)
- [Crisosto Apache interview](#)
- Audio: [Elandria interview \[5\]](#)

### **CHOOSE STAY TOGETHER APPALACHIAN YOUTH (STAY) or MILK NOT JAILS:**

#### *STAY*

- [STAY Website](#)
- Video: [Racial Literacy and Rural Solidarity \[watch 0:00- 17:30\]](#)
- [“A Call to Young Appalachians in the Wake of Charlottesville”](#)

#### *Milk Not Jails*

- [Website](#)
- [Milk Not Jails Uses Diary to Reform Prisons](#)
- Video: [A co-op story: Milk Not Jails \[9\]](#)
- Video: [Circus Amok Milk Not Jails Moo show \[2:00-5:00; 29:00-37:00\]](#)

### OPTIONAL LEARNING MATERIALS

#### *Focus on LGBTQ & Two-Spirit-Led Rural and Small-town Racial Justice Organizing*

- [Brown ‘n Out Podcast](#)
  - [“Podcast ‘Brown ‘n Out’ Highlights Queer People Of Color” Seven Days](#)

- [Out South Convening Report](#)
- [A Labor of Love: Black Mama's Bail Out Action + Reflection](#)
- [Scalawag Magazine "If we can dismantle patriarchy and capitalism, we might be onto something"](#)
- [Scalawag Magazine "The strange story of Sewanee, the KKK, and a Franklin County Gay/Straight Alliance"](#)
- Video: [Duane Stewart-Grant Two-Spirit interview \[5\]](#)
- [Brother Outsider](#)

#### ALTERNATIVE SESSION FIVE

### Historical Rural Organizing: Organizing vs. Activism and Case Studies

#### Brief agenda Historical Rural Organizing: Organizing vs. Activism and Case studies

- Buddy Check-In [5]
- Goals & Learning Edges [10]
- Organizing and Activism [30]
- Strategies, Tactics, Goals, & Objectives Solar System [30]
- Break [10]
- Large Group Discussion [45]
- Closeout Reflection [15]
- Logistics, Announcements & Singing [10]

#### Guiding questions:

- What pieces of these campaigns are rural specific? Or what pieces play out differently in rural areas than they might in urban areas?
- How do you think these campaigns would play out differently or similarly in New England?
- What happens when white folks adopt civil rights strategies, as was the case with Redwood Summer?
- These campaigns have narratives that often erase the important roles of people of color, women, queer & trans-folks, working class folks, youth, elders, rural folks, folks with disabilities, and so on... Similarly, how is the "slow & respectful work" of organizing erased from movement history? What gets lost in these processes?

#### LEARNING MATERIALS / CASE STUDIES

Go in-depth on at least one of the 3 Case Studies

- Civil Rights Voter Registration
- Redwood Summer
- United Farm Workers

#### CIVIL RIGHTS VOTER REGISTRATION

- Skim ["Slow Respectful Work"](#)
- [Marge Piercy, "The Low Road"](#)
- ["Mississippi Summer in the Redwoods: Freedom Riders Needed to Save the Forest"](#)

#### REDWOOD SUMMER

- [Interview: "A Conversation with Earth First! Activist Judi Bari"](#)
- Film: [Who Bombed Judi Bari?](#) [1hr 35]

#### UNITED FARM WORKERS & DELANO GRAPE STRIKE OF 1965

- Video: [Dolores Huerta: Video on Organizing Farm Workers for Delano Grape Strike](#) [3]
- [UFW History Overview](#)
- [Latino-Filipino Solidarity That Won the Delano Grape Strike is Behind the 40th Anniversary of the Agbayani Village, by Arturo Rodriguez](#)
- Video: [Chicano! PBS Documentary: Struggle in the Fields](#) (part 1) [15]
- [Panthers Boycott Safeway in Solidarity with United Farm Workers](#) [2]

### OPTIONAL MATERIALS

- Interviews with [Delano Strikers: Beatrice Roman & Esther Uranday, Jesus Marin & Rico Barrera, Roberto Bustos](#)
- Chapter 11 from [Redwood Uprising: Book 1: "I knew Nothin' Till I Met Judi"](#)
- Chapter 33 from Redwood Uprising: Book 1: "The Ghosts of Mississippi Will be Watchin'"

### SESSION SIX

#### FOCUS: Overview, Evaluate and Next Steps

#### Before the session:

Two(ish) people from each group delve into each question so that each question gets deep attention. Look back on notes and write up your answer to share at the final session with your small group. This can look like a few paragraphs or bullet points - don't write a book, but this is the only homework for the final session and an important opportunity to reflect on and synthesize your learnings from the last six weeks, so give it some attention.

#### Reflection Questions:

1. How does being in a rural area/small town impact organizing for racial justice in the examples we've studied?
2. Does/how does the different leadership impact the organizing? White-led, POC-led, multiracial-led, queer-led?
3. What are some themes among the tactics and strategies used in the case studies we looked at? Which do you think have/would/could be effective here in our area or in your community?
4. Compile action ideas that have emerged from the conversations - this can range from starting or joining organizing campaigns, to talking to a family member about racism, to doing further research projects, to changing your personal buying habits - compile them all and we'll narrow them down to what we actually want to move forward on. Suggest that you put them into these categories:
  - Organizing/activism ideas
  - Interpersonal or individual action ideas
  - Further research/study ideas

You'll be asked to report-back to your small group on your reflections so please give it some thought.

Please try to bring the goals you wrote down at the first session - or jot down what you think they were.

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*In 2015, in addition to study group sessions there were three film nights.*

*Film Night #1: "American Revolutionary: The Evolution of Grace Lee Boggs"*

*Film Night #2: "Broken Rainbow"*

*Film Night #3: "Anne Braden: Southern Patriot"*

## **APPENDIX:**

### **APPENDIX A: Facilitator resources**

#### **Wrap-up and follow-up ideas:**

- Give out an evaluation form at the last session and follow up by sending it again via email.
- Encourage those who want to continue working to form ongoing groups that meet and push forward on follow-up projects.
- Add participants to the email lists of the organizing groups, giving the option to opt out.
- Invite participants to join the Facebook pages of the organizing groups so that they can continue to share resources, events and more.
- Create an email list with people from this study group, giving people the option to opt-in!
- Encourage people to continue meeting with their buddy! This is a great opportunity to check in about donation pledges and look back at the action ideas discussed and commit to some steps.
- Organize a "reunion" potluck.

#### **Facilitator preparation**

- Create a group contact list
- Create a dictionary so all participants can access and update shared language for new-to-them terms
- Write up all instructions - lots of people are visual learners
- Agenda
- Goals for Study Group
- Agreements
- Draw up "yellow zone"<sup>11</sup>
- Dictionary
- Questions for 1 min intros
- Questions for Why Rural? Break-out convo
- Timeline blank paper
- Timeline examples
- Any next steps/logistics we want to write up?

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<sup>11</sup> As one of the agreements, we talk about the idea of "red zone, yellow zone, green zone". Green=you are totally comfortable; yellow=some things are new; red=you're totally uncomfortable/triggered. Most of the learning happens in the yellow zone. Draw up a diagram before meeting.

- Have a clock and a timekeeper
- Handouts - eval questions; details for next sessions?
- Materials:
  - Paper for timeline additions - post-its? Bigger color paper
  - Print out agreements - send ahead of time?

### **Roles for 2019 Rural Racial Justice Organizing Study Group**

*This is a compilation of the roles needed for the function of the study group outlined with their expectations and expected responsibilities. Based on skills, capacity, and interest, some may be able to be combined (i.e. small group facilitator and a logistical role). Note that depending on group size these roles will vary.*

#### **Ideal Numbers:**

- 4 - 5 Core Facilitators
- ≥4 Small Group Facilitators
- 5+ Logistical Coordinators

#### **I. Facilitation Roles**

##### **Criteria for All Facilitators:**

- Participated in this study group in the past.<sup>12</sup>
- Knowledgeable of rural racial justice organizing dynamics.
- Experience with racial justice organizing in this setting.
- Experience with facilitation. (Group size dependent on role: Small group ≤12 people & Large group of 30+).
- Approachable, flexible, adaptable, and open to giving and receiving feedback.
- Committed to the [group agreements and expectations](#) established by the team.
- Upholds LRRJ's guiding principles.
- Able and committed to building positive working relationships with co-facilitators and the support team.

##### Specific Descriptions and Responsibilities:

##### ***Small Group Facilitator:***

Before Study Group:

- Get familiarized with curriculum in December.
- Attend 4 weekly meetings in January.

During Study Group:

- Participate in pre- & post- session meetings for each session.

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<sup>12</sup> If you're using this toolkit for the first time, this is not necessary. Facilitators should have experience doing anti-racist organizing in some capacity, and relationships with local organizing.



- Support needs of assigned small group (facilitate, coach/support participants to facilitate, etc.)
- Report out on assigned small group's needs, function, etc. to greater facilitator team.
- Support partnership with paired core facilitator (ex. check in, co-facilitate evening session, be a back-up, give and incorporate feedback, etc.)

After Study Group:

- Provide feedback via survey and discussion.
- Support in organizing documentation of curriculum resources used.

**Core Facilitator Responsibilities:**

Before Study Group:

- Participate in 2 meetings a month (starting September 12th) to make decisions, coordinate tasks, etc.
- Finalize and structure curriculum & agenda for 1 evening session.
- Take on independent tasks to work on outside of meetings as needed.
- Connect with paired logistics team member(s) to partner with throughout the experience.
- Get familiarize with curriculum in December.
- Connect with paired small group facilitator to partner throughout experience.
- Attend 4 weekly meetings in January (all facilitators present).

During Study Group:

- Co-plan & co-facilitate larger opening and closing sessions.
- Lead and participate in pre- & post-session meetings for each session.
- Support needs of assigned small group (facilitate, coach/support participants to facilitate, etc.)
- Directly communicate & support the partnership with paired small group facilitator (ex. check in, co-facilitate evening session, be a back-up, give and incorporate feedback, etc.)

After Study Group:

- Provide feedback via survey and discussion.
- Support in organizing documentation of curriculum resources used.

**II. Logistical Roles**

*Note: We foresee that one person may be able to pair two roles or their role with also being a small group facilitator.*

**Criteria for All Logistical Coordinators:**

- Approachable, flexible, adaptable, and open to giving and receiving feedback.
- Committed to the [group agreements and expectations](#) established by the team.
- Upholds LRRJ's guiding principles.
- Able and committed to building positive working relationships with co-facilitators and the support team.
- Have some relevant skills/experience for the role, and willingness to learn new ones
- Self-directed and proactive about asking questions.
- Works collaboratively and communicates clearly with the core facilitation team
- Able to delegate, coordinate and oversee tasks as needed.

- Review and maintain confidentiality regarding relevant information about participants provided by the core team.

Specific Descriptions and Responsibilities:

***Childcare Coordinator:***

Before Study Group:

- Coordinate with Space Logistics Coordinator to visit venue site prior to the first session to familiarize oneself with facility and assess what is available and if it is appropriate for the age of children being watched.
- Review participants' childcare needs listed on application provided.
- Provide participants with a form/questionnaire for detailed information on child/children and their needs prior to the start of the program and review answers.
- Organize activities and/or implement a curriculum that is age-appropriate and reflects the fundamental values in the study group.
- Recruit, confirm, and coordinate volunteers for direct childcare role for each session as needed (and serve as backup childcare provider if a volunteer is not able to attend).

During Study Group:

- Communicate with Food Coordinator (FC) about any allergies children may have, coordinate snacks needed to FC.
- Set up schedule for, serve snacks at, and monitor children during snack time.
- Supervise and monitor the safety of children in their care.
- Communicate directly with parents a general overview of how their child/ren did and about any irregular/unexpected behaviors or physical conditions.
- Communicate promptly any arising needs with Facilitation Team.
- Support children to clean up and/or clean up child care area, as is age appropriate.
- Establish a child drop off time before study group and meet with parents during that time to communicate updates about how kids are that day, preview activities for the day, etc.

After Study Group:

- Provide feedback via survey and discussion.

***Accessibility Point Person:***

Before Study Group:

- Visit the study group location and draft a detailed space accessibility description for facilitators to include in promotional materials.
- Review accessibility notes in promotional materials and update as needed.

- Review participant access needs listed on applications provided (Note: Make sure to read the whole application! Relevant information is often spread across participants' short answers.)
- Communicate with those participants to ask and answer follow-up questions, and brainstorm or address how their specific needs will be met throughout the sessions as needed.

During Study Group:

- At first session, introduce self & role and solicit any other accommodations or modifications that may be needed by participants.
- At first session, review fragrance- and nut- free practices.
- Establish a clear outline of the types of support that you are and are not able to offer to participants throughout the study group, present it at the first session, and consistently maintain these offerings and boundaries throughout the 10 weeks (ex: fragrance level checks, emotional support tag-out during large group time, during small group time, coordinating buddies for physical mobility space navigation support, professional credentials & experience held and not held).
- Monitor and provide feedback to the core facilitators about the current level of and barriers to access the team is providing, and offer suggestions for improvement as able.
- Re: any the items above, if not already familiar with how to do these, read SURJ's disability justice toolkit for more ideas.

After Study Group:

- Provide feedback via survey and discussion.

**Food Coordinator:**

(Based on capacity, connections, and size of group, the ideal would be to provide dinner during evening sessions. If not, potentially for just the core facilitators . . . )

Before Study Group:

- Review participant allergies and dietary restrictions from applications provided by core facilitation team.
- Familiarize oneself with space guidelines around food.
- Develop guidelines (with examples!) for purchasing and providing snacks based on above findings, principles of food justice, and a sensitivity to providing culturally relevant foods.
- Buy and bring snacks for the first session.
- Coordinate a system for storing leftover foods between sessions.

During Study Group:

- At the first session, briefly present these guidelines to the group and solicit updates re: allergies and dietary restrictions.
- Recruit and confirm volunteers to purchase for each session.
- Serve as a backup snack-buyer, or delegate snack buying if volunteer is unable to follow through, as needed.
- Manage food funds & distribute cash for next session to snack buyer.
- Arrange for special treats for any special occasions that may occur.

After Study Group:

- Provide feedback via survey and discussion.

***Space Logistics Coordinator:***

Before Study Group:

- Submit space reservation requests.
- Serve as the primary communicator/contact person with space owners on behalf of the study group, including in the event of any cancellations.
- Review accessibility needs on applications provided by the core team.
- Visit site with Accessibility Coordinator to assess accessibility and strategize any issues that may appear, and coordinate site visits ahead of the study group for other facilitators logistical role holders as needed.

During Study Group:

- At first session, be on site early to help set up the space and help direct/coordinate participants with parking and finding the meeting space (including making signage as needed).
- Arrive before the start of each session to assess and address any safety or logistical concerns (i.e ice on walkways, students still in the building, extra set-up needed)
- Identify the insurance requirements of the venue, and work with core facilitators to set up.
- At first session, present to the group details of the space that is being used (bathrooms, emergency exits, etc.) & briefly review at future sessions as needed.
- Establish, present, and maintain a system that is consistent with the values of the study group to recruit and coordinate set up & clean-up volunteers for each session.
- Serve as a backup set up & clean up person if volunteers fall through.
- Communicate promptly any arising needs with the Facilitation Team.
- Be available to facilitators/logistics supporters & participants to address any space-related needs that arise.

After Study Group:

- Coordinate the creation, group signing, and delivery of a thank-you note to the host of the venue.
- Follow up with venue owners to express your personal thanks and debrief about how the space use went from both parties' perspectives.
- Provide feedback via survey and discussion.

***Transportation Coordinator:***

Before Study Group:

- Review transportation needs on applications provided by core facilitation.
- Develop a ride-sharing system for participants to get to study group sessions.
- Review and familiarize oneself with the localities of all participants in order to be able to refer possible rides to those who may need them.

During Study Group:

- At the first session, introduce oneself as the point person for this area and solicit updates/needs.

- Present options for system for ride sharing to praxis events to participants and develop and implement the system in collaboration with volunteers.
- Communicate promptly any arising needs to the Facilitation Team.

After Study Group:

- Provide feedback via survey and discussion.

***Tech Support<sup>13</sup>:***

Before Study Group:

- Review technology-related access needs on applications provided by core facilitation team.
- Set up and manage paper application system, coordinating mailing and entering paper applicant data into online forms.
- Return tech-related phone calls from prospective applicants and provide or refer to support, within reason.
- Visit facility site to access its technology equipment and familiarize oneself with the equipment and setting (or receive this information from the core team).
- Communicate with Core Facilitators about general tech needs for the study group.

During Study Group:

- Communicate with Core Facilitators about specific tech needs prior to their session
- Reserve and/or bring (if necessary) equipment needed prior to each session.
- Set up tech equipment for each session.
- Assist participants with tech access or skills needed to fully participate in sessions. (This may include helping participants complete online surveys provided by the core team, and/or providing printed reading materials and/or support accessing multi-media homework assignments).
- Organize online documents used throughout the course in a manner requested by the core team/that works for participants.
- Last session: coordinate asking participants to bring computers and support online donations & online feedback.

After Study Group:

- Provide feedback via survey and discussion.

***Community Builder:***

Before & During Study Group:

- Familiarize oneself to all local events & organizations for current racial justice events and activities and monitor their social media for announcements.
- Maintain physical events calendar at each session.
- Maintain electronic events calendar in the shared course folder.

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<sup>13</sup> Note this role may look a lot different in the Pandemic, a tech support role can look like setting up zoom, being tech support during meetings, supporting with breakout rooms, etc.

- Research & inquire about any historically significant or personal special occasions that correspond with study group sessions.
- Plan social, group-building events or celebrations for special occasions occurring during the sessions.
- Collaborate with Transportation coordinator to devise a system to help participants attend Praxis events together (sharing intentions to attend and rides).
- Monitor group energy/dynamics and provide feedback and suggestions to core team.

After Study Group:

- Plan follow-up gathering(s) after end of the study group.
- Provide feedback via survey and discussion.

***Outreach/Promotion:***

Before Study Group:

- Work with core facilitators to do a final review, formatting/design/creation support for outreach materials: email, web, flyer.
- Develop an outreach plan targeting individuals, schools, and organizations.
- Place particular attention on reaching specific targets identified by Facilitators Group:
  - Local organizational partners/collaborators
  - Organizations on our toolkit outreach list
  - LGBTQ communities
  - POC (ex. The Root's BIPOC Caucus & others connected with The Root)
  - Religious minorities
  - Disability Communities → These groups could be a good next ripple of who to send out to.
- Recruit and coordinate volunteers to implement plan.
- Create promotion materials.
- Send electronic promotion materials to all identified targets using timeline as a guide for any reminders or repeat efforts.

During Study Group:

- Develop and get signatures on photo release forms from participants.
- Coordinate volunteers to take photos/video.
- Send periodic updates of the study group to partners & LRRJ/OITO networks.
- Update website and social media accounts with pictures/updates.

After Study Group:

- Send study group report-backs to partners and networks.
- Post photos/etc. from post-study group activities/reunions.
- Provide feedback via survey and discussion.

## APPENDIX B: AGREEMENTS

### Agreements / Community Guidelines Combined from Three Sessions

- Confidentiality
  - What's said here stays here, what's learned here leaves here
- Active Participation and Listening
  - Put yourself out there beyond your comfort zone and practice active listening, especially if you are someone who is very comfortable taking up lots of space
  - *Note: Facilitators may take "slanting stack" accommodate for people who are speaking less/more.*
- Aim for the yellow zone/Take care of yourself
  - Push yourself out of your comfort zone.
  - Feelings are normal, do what you need to take care of yourself.
- Call IN not OUT
- Normalize mistakes
  - Mistakes are normal, we are in this together - Normalizing mistakes is part of challenging the perfectionism aspect of white supremacy culture
  - "I expect you to mess up. What I'm interested in is how you recover." - Bruin Christopher
- Name race and racism & call each other in
  - Opportunity to name racism and other oppressions in our readings and conversations with each other; none of us are disposable and we are coming from a place of love.
- Develop shared language
  - Jargon/acronyms - explain and add to dictionary... ask if you don't know.
  - *Note: have blank paper up for a dictionary, we'll build it as we go. Also locate in online shared folder(s)*
- Commit time and work
  - Please take everyone's time seriously and commit to attending the sessions and doing the work.
- Respect caucuses
  - Time for more discussion about this within caucuses, as desired/needed
- Respect intersectionality and prioritize race.
  - We acknowledge the intersectionality of all oppressions, meaning they are all connected and hold up each other (ex: classism, misogyny). While the issues we're discussing impact people in this room in different ways for different reasons, including race, gender, ability, religion, etc, for this study group we'll be looking at them through the lens of race because it is integral to holding up all other oppressions and our country was founded on genocide/slavery.
    - *Note: This does NOT mean derailing our conversation about racism and racial justice into a generic "diversity" conversation*
- Ask if folks have other suggestions to add
- Have everyone commit to agreements for remainder of study group

**FACILITATOR NOTE:** mention intersections of oppression and that folks experience this system differently based on their relationship to power. As facilitators of this study group we have made the decision to focus on race in particular and ways in which we can help build a multi-racial movement of anti-racist people committed to racial justice.

## APPENDIX C: SAMPLE DETAILED AGENDAS

### SESSION ONE Detailed Agenda

#### WELCOME [20]

##### Welcome & Intro (*Note: divide sections among the different facilitators*) [20]

- Facilitators introduce ourselves by name, pronouns, town, organizational affiliations (if any) & ask participants to do the same
- Land call-in/we're on stolen Abenaki land
- Poem by Abenaki woman
- Quick intro to supporting organizations if any
- This is a study group and we are helping to facilitate it; it is not a training. We all bring our various experiences around organizing, anti-racism, racial justice work but we are not claiming to be experts. We hope to see this study group evolve in the future and imagine that other folks might assume leadership/responsibility for moving it forward.
- Accessibility point person! We're trying hard to meet the way you've said you learn best by speaking, sending handouts, videos, etc. if we're not meeting that goal, please let us know.
- Space logistics, exits, gender neutral bathrooms, wheelchair accessibility, fragrance and nut free space, snacks, water
- Consent to photos? TOTALLY FINE to opt out!

#### Goals & Agenda Review [5]

- Learn about racial justice organizing in small towns and rural areas in North America by looking at current & historical case studies of organizations with multiracial, POC, white, and queer leadership.
- Build shared analysis for working towards collective action for racial justice and discuss the dynamics of white supremacy in our local communities
- Participate in local racial justice organizing and learn about longer-term ways to stay actively involved.
- Create lasting relationships for a strong multi-racial movement.

#### Where the Wind Blows [5]

#### AGREEMENTS + Definitions<sup>14</sup>[15]

- Have up on big paper
- Address any specific concerns that may have come up in the registration (without necessarily calling out the specific individuals)
- Ask if folks have other agreements to add: in order to participate fully, not to be a social justice hot shot!
- Have everyone commit to agreements for remainder of study group (thumbs up/middle/down)

#### SOMATICS intro – let's be in our bodies in this space! [10]

#### INTRODUCTIONS [20]

- Break into our smaller study groups for group go-rounds. Each person has 1 minute to share a little about themselves and why they are participating in the study group. Acknowledge that this may be hard for

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<sup>14</sup> As a point of reflection, it is important to have definitions of terms in the first session, how these sessions were first run, we did not do this. Make time for to go over definitions, here's a good list to start with <https://www.dismantlingracism.org/racism-defined.html>.



some people but encourage folks to push themselves to open up/come out of their comfort zone. We are all going to be spending over 18 hours together over the next 9 weeks. (Also, being able to introduce ourselves and speak concisely about why we care about the work we are doing is an organizing skill!)

- Name, where you live, anything about your identity that you feel is important to bring up in the space, fears and hopes (i.e. pronouns, specific accommodation needs, racial/ethnic identities, class background, why you are here, ways you have been grappling with this work, etc.)

#### WHY RURAL? [45]

30 min small groups, 15 min reportbacks

- 3 small groups, each facilitated by two of us to discuss these questions:
- How are we defining rural and small towns?
  - In what ways are rural communities different from each other?
- What is different about RJ organizing in rural communities?
  - Why is it important for you to study rural vs urban organizing?
  - How is this conversation different after Trump? Why now?
  - *Note: Probably very loose facilitation - just scribing and taking stack, for instance.*
  - Report-out on those two questions to build a common understanding.

#### BREAK – [15]

#### RACIAL JUSTICE LOCAL TIMELINE (broken up by geography) [40]

(20 building timeline, 20 min convo)

Goal: To build a timeline from past 10 years since 2008 - Obama's election

- Build only from participants' knowledge
- Get a sense of the environments we'll be studying, discussing, working in.

#### Exercise

- Small groups (max 10 min) based on town/area where you live to write down things for the timeline - newer people might be doing more listening than contributing.
- Pick your group.
- Build Racial Justice Timeline of Our Communities/Region
- Add racist incidents/episodes of white supremacy showing up in our communities as well as instances of power/resistance/organizing events/groups starting and growing.
- Big group convo asking about what happened in different places - clarifying questions. Build an understanding of how we got where we are.
- Similarities? Differences? Across region.
- Put it on paper so we can bring back to add at other sessions

#### BUDDIES [5]

- Dance party/mingle pick a buddy exercise
- The buddy system explained
- Briefly intro meet your buddy

#### PERSONAL GOALS Buddy Check-in [20]

- One person speaks and the other person writes it down and gives to them to keep.
- Make personal goals for participating in the study group
- One thing to take away from today

#### NEXT STEPS [15]

- Google Drive<sup>15</sup> with homework/library (consent to share emails? Consent to add you all to LRRJ email listserv? Thumbs up/side/down) Use your buddy for homework questions/heads up if you can't make a Tuesday session
- Overview of remaining sessions (on calendar)
- Praxis - we want everyone to go to at least one racial justice event or meeting during the study group. Add opportunities to the calendar
- Volunteers to help co-facilitate sessions 2-5? Decide within small groups
- Volunteers to provide logistical support with
  - Set up & break down
  - Snacks
  - Printing & photocopies for those needing it
  - Ridesharing
  - Anything else you'd like to offer the group
- Space donations - asking for money for the program expenses - liability insurance, snacks, and printing now, we're going to talk about donating for other expenses/next study group and for ongoing organizing at the last session.

#### Eval/Feedback on this session [5]

- Handout slips of paper with 2 questions:
  - Is there anything that is limiting or constraining your ability to be present and engaged in this study group that you'd like us to change for next time?
  - Is there anything we're doing really well that you'd like to make sure we do again in other sessions?

#### BUFFER TIME [15]

#### GROUP PHOTO AND CLOSING/EXERCISE [5]

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<sup>15</sup> We have used both Dropbox and Google Drive in the past as shared folders to deposit materials. Use whatever works best for you!

## SESSION TWO Detailed Agenda

- **Materials Needed for Session:**

- Timeline
- Agendas
- Dictionary
- Volunteering sheet
- Calendar
- Evaluation station
- Markers
- Nametags
- Large paper for small groups

Start 5-10 mins late [10]

Welcome + Grounding [7]

- Quick Re-Intros: Facilitators: Logistic people wave to remind of responsibilities
- Agenda Overview
- Grounding

Goals/Agreements Review [8]

- Chosen Agreement to focus on: "Normalize mistakes:
  - Mistakes are normal; we are in this together.
  - Normalizing mistakes is part of challenging the perfectionism aspect of white supremacy culture.
  - "I expect you to mess up. What I'm interested in is how you recover." - Bruin Christopher"
- Partner Convo: (Encourage pairing with people not from small group)
  - Talk about what this brings up for you. Choose 1 set of prompts . . .
    - Have you ever been on the making or receiving end of a mistake in this context? What did the recovery/aftermath look like? What lessons could be extracted for those involved in the experience?
    - What other agreements does this tie into?
    - What happens when we fear making mistakes as racial justice organizers?

Transition to Small Groups [5 min] -- Small group discussion [1 hr 30]

- whole group check-in [5]
- buddy check-ins [10]
- materials discussion [rest of time!]
- (Break if/as needed . . .)

Transition to Large Group [5 min] - Chatty Gallery Walk [15] -

- Orientation: Naming the options
  - Framing: Opportunity to connect with others in different groups . . . !
  - Timeline w/ opportunity for additions
  - Signing up to volunteer
  - Add to the calendar
  - Feedback option
  - Add to dictionary

Closing [10]

- Thank you to volunteers (cleaning, food, childcare, etc.)
- Events Announcements - Raise hands if wrote it, Raise hand if interested in going/learning more = Connect!
- Song! [7min or the 10min]

**ALTERNATIVE SESSION THREE Detailed Agenda**  
**FOCUS: *Historical Creation of Whiteness & Predominately White Rural Organizing***

**Extended Buddy Check In [20]**

(Focus on David Gilbert essay/review)

Discuss one or more of the following questions:

- Why and how did white supremacy develop in the U.S.?
- What role did land (and genocide) play in the development of white supremacy in the U.S.?
- Can white supremacy and class consciousness peacefully co-exist with one another?
- Do you believe “A systems of white supremacy that was historically constructed can be historically deconstructed?”
  - Contradiction of the term “White Working Class”
  - Ted Allen’s “White Supremacy in the U.S.; Slavery and the Origins of Racism” (1600-1700’s)
  - W.E.B. DuBois Black Reconstruction (1860-1880)
  - J. Sakai’s “Settlers: The Mythology of the White Proletariat” (1900’s)
  - David Gilbert (1960’s-1970’s)
  - Roxanne Dunbar-Ortiz: Foreword (1960’s-1970’s)
- *What did you learn about the historical creation of whiteness?*
- *What are the various perspectives on the revolutionary potential of the white working class?*

**ROP Case Study Small Group Discussions [15min]**

Break in to (2-4) small groups:

- What stood out for you about the ROP case study?
- What were/are their primary challenges?
- What seemed to work or be successful?
- Come up with collective questions for ROP?

**Live video chat with guest speaker (ROP or other) [40]**

- Questions, discussion

**Break [10]**

**Discussion [35]**

- Similarities between what ROP faces in Oregon and what we face in VT?
- Differences...
- What tools, strategies were effective for ROP?
- What are some of the unique challenges we might face organizing in VT?
- Does the David Gilbert piece inform how we think of our racial justice work?

**Check-out, evaluation and closing song [30 min]**

**Working Objectives:**

- Gain a better understanding of how whiteness as a racial category was created and in what context historically.
- Learn more about the history of the relationship between white people and people of color (especially in struggle/movement).
- Dig into one case study of racial justice organizing in a predominately white and rural community and explore strategies, tools and lessons learned.
- Discuss similarities and differences between ROP’s experience and the context in which we do our work.

**SESSION FOUR Detailed Agenda**  
**FOCUS: Multi-Racial Led Rural and Small-town Racial Justice Organizing**

**Extended Buddy Check In [20]**

Discuss one or more of the following questions:

- Why and how did white supremacy develop in the U.S.?
- What role did land (and genocide) play in the development of white supremacy in the U.S.?
- Can white supremacy and class consciousness peacefully co-exist with one another?
- Do you believe “A systems of white supremacy that was historically constructed can be historically deconstructed?”

**ROP Case Study Small Group Discussions [15]**

Break in to (2-4) small groups:

- What stood out for you about the ROP case study?
- What were/are their primary challenges?
- What seemed to work or be successful?
- Come up with collective questions for ROP?

**Live video chat with guest speaker (ROP or other) [40]**

- Questions, discussion
- Similarities and differences between what ROP faces in Oregon and what we face in VT?
- What tools, strategies were effective for ROP?
- What are some of the unique challenges we might face organizing in VT?

**Break [10]**

**Discussion [35 min]**

- Share responses to video chat
- Does the David Gilbert piece inform how we think of our racial justice work?

**Check-out, evaluation and closing song [30]**

**Working Objectives:**

- Gain a better understanding of how whiteness as a racial category was created and in what context historically.
- Learn more about the history of the relationship between white people and people of color (especially in struggle/movement).
- Dig in to one case study of racial justice organizing in a predominately white and rural community and explore strategies, tools and lessons learned.
- Discuss similarities and differences between ROP’s experience and the context in which we do our work.

**SESSION FIVE Detailed Agenda**  
**FOCUS: LGBTQ & Two-Spirit-Led Rural and Small-town Racial Justice Organizing**

Welcome/grounding/song [5]

Goals & agreements & last session prep [5]

- Who went to RJ events/actions/meetings since last session? (call out and show hands)
- Read goals and community agreements again
- Ask if there is an agreement that participants would like to go deeper into

Small group discussions [1 hr 45]

- 10 min for buddy check-ins:
- How are you feeling about the upcoming end of study group?
- What came up for you in this session's materials? In any racial justice meetings/events/actions you attended?
- What stood out to you?
- What are your big (or small) questions?
- Remainder of time for materials discussion (including proposed discussion questions and any others that come up)

Prep for last session in your small group [10]

- Introduce and review final session homework questions
- Select two folks to take on each question

Events & logistics [10]

- Show of hands for who is exploring each final session HW question
- Any questions before our final session?
- Upcoming events
- Thank you's & volunteers for next session
- Any info/requests from the liberation Seder planning team?

Closing [5]

**SESSION SIX Detailed Agenda**  
**FOCUS: Final session – final group meeting and synthesis**

Late start [5]

Sing people together! [5]

Opening [15]

- Grounding somatic exercise
- Mingle across groups (7 min)

*Pair someone NOT in your small group, change partners every two questions (3 different partners total), switch every 30/45 secs- stay tight on timekeeping:*

- Name, pronouns, where you live...
- Name one thing you enjoyed this week and why
- Name one thing that was hard this week and why
- Name one thing you enjoyed about study group and why
- Name one thing that was hard about study group and why
- Name a favorite cultural tradition in your family (food, holiday, religious, etc) and why (could be as simple as your favorite food and why)
- What is the work you are passionate about?
- Regroup and continue opening (8 min)
  - Name & One word- how are you today? Roll or throw ball to someone (1)
  - Altar invitation (1)
  - Call out events you went to in the last week and a half (2)
  - Read Goals & Agreements (1)
  - Grounding (2)

Small Group synthesis/closure (HOMEWORK) [65]

- Check in with buddies [10 min]
  - what you are feeling about final session.
  - Reread your goals from the first session if you can find them or try to remember what it was.
  - How did looking back at notes/hw make you feel - have you met your goals?
  - What has shifted for you since our first session?
  - How has attending or not attending events engaged with our study content?
- HW report-back - - [30 min]
  - share your HW with the group - if 2 people answered the question, go every-other so each can share and not as much repeats -
  - have some space for people to add their thoughts for each question (ideally).
  - As folks are presenting, have 2 volunteers writing down main bullet points on index cards to post when we get back to big group.
  - Be sure to write down actions ppl want to to add to our RJ timeline.
- Prepare presentation of 1 theme that came up a lot in your group - make a visual to go with it! You'll have 5 minutes in the large group to present - 20 min
- Small group closure - gratitudes or affirmations or a collective yay! 5 min

Report backs from each group [30]

- post your index cards under the question they answered around the room. Add action cards to the RJ Timeline. Gallery walk. Feel free to group cards that are similar. - 10 min

- Extend the timeline to include RJ events/actions we went to during study group
- Ideas for actions go in an extension for the timeline.
- Each group present 5 min presentations - 20 min

Break [15]

Talk action -> plug in locally [45 total/20 each break out]

Break out groups: main goal of each small group: set a date and time to meet next!

(10 mins at the start for folks to share their own topics)

Break out one:

Get (more) involved with a local organization

Bring learnings back to groups you're already working with/ Coalition building across organizations

Your choice!/Open topic: Organizing and action related

Break out two:

Help plan or support this Study Group the next time it runs.

Write up group synthesis and make a shareable curriculum.

Pursue further study about racial justice organizing on your own or with another group.

Your choice!/Open topic: Learning

Fundraising [20, including a 5 minute break]

- Here's how much we raised by passing the hat in the first session \$ \_\_\_\_\_
- Direct cost of study group is \_\_\_\_ in cash (insurance, snacks) NOT including childcare or interpretation or any time or materials (org. in kind donations of markers, paper, printing)
- We set a goal of \$\_\_\_\_ for this group to raise from study group participants. The study group is one of our major programs each year. Our total annual budget is \$ \_\_\_\_\_. (We can share our very rough budget outline if that would be helpful.)
- Donating to other POC-led organizations--ones we studied or others

Closing/Evaluation - Prep: Set up big paper for timeline and squares of paper [30]

Further Commitments: Pair up with your Buddy: (5)

- Make a commitment to further racial justice action (whether in your personal life or as part of organizing work, maybe from the Talk Action segment earlier in the day) write down specifics and trade with your buddy. Make a time to get together in the next month for accountability. Put it on your calendars now!
- Add your commitments to the future timeline with your buddy!

Assemble small groups of 4 (2 buddy pairs from different groups) and discuss [5]:

- Did this study group meet your expectations?
- What was your favorite part/highlight?
- Things to change next time.

Stay in same groups and we will pass out Written evals- there will be more time after closing to finish if needed [5]

Whole group circle grounding... thank yous/affirmations... connection... [5]

Song Courage, My Friend OR No Ways Tired--ask the group! [3]



## ALTERNATIVE SESSION 1 Detailed Agenda

### WELCOME [20]

- Welcome & intro to organization/group putting on the study group
- Disclaimers
- Space logistics & accessibility
- Context & video clip (10:40-15:18)
- Agenda review

### BUDDIES [5]

- Dance party pick a buddy exercise
- The buddy system explained
- Briefly intro meet your buddy

### INTRODUCTIONS [35]

- Whole group go-round. Each person has 1 minute to share a little about themselves. Acknowledge that this may be hard for some people but encourage folks to push themselves to open up/come out of their comfort zone. We are all going to be spending over 18 hours together over the next 4 months.
- Name, where you live, anything about your identity that you feel is important to bring up in the space, fears and hopes...i.e. pronouns, class background, specific needs for accommodation, why you are here, ways you have been grappling with this work, etc.

### AGREEMENTS [15]

- Review list of suggested agreements

### THEORETICAL FRAMEWORK [50]

- Lay out theoretical framework for study group
- Ask group to generate and discuss a few examples of how racism, capitalism, and colonialism have been intertwined in US history and currently
- Decolonization
- Define Privilege as “benefits that some people have access to, and others don’t, based on membership in a social group like race” – some privileges are things everyone should have, and others are things nobody should have – Facilitator will tell a story as an example and to model for the pair share.
- Pair & Share - Break out into pairs (with buddies?) and discuss/share privileges they have & discuss intersectionality and why a benefit can be an example of white privilege even though not 100% of white people have access to it

### BREAK [15]

### ACCOUNTABILITY [50]

- Principles of Accountability –Transition from talking about privilege to what do we “do with” privilege: accountability. Define, discuss, elaborate....
- Introduce the “4 elements of liberatory consciousness”
  - Awareness
  - Analysis
  - Accountability
  - Action

- Break into small groups (with a facilitator in each group)
- Individuals in each small group reflect on how they are each of the 4 elements with regard to racism and assess where they can do more
- Report back from small groups sharing a few anecdotes from the groups
- Discuss what accountability looks like for us here, now – how this work is connected with national Black Lives Matter campaign etc. ... Mention that the next session will focus on this...and on the differences between activism & organizing.

#### **NEXT STEPS [20]**

- Overview of remaining sessions
- Dropbox[10] & homework, use your buddy
- Recruit volunteers to help co-facilitate sessions 2-4
- Film nights announcement

#### **CLOSING [30]**

- Give people a few minutes to reflect/write down
  - One take away from today
  - One thing they can offer to the group as we move forward
  - One thing they want to ask of the group
  - Other closing thoughts & evaluations
- Volunteers to provide logistical support with
  - Set up & break down
  - Snacks
  - Printing & photocopies for those needing it
  - Childcare donations
  - Ridesharing
  - Film screening nights
- Closing Song

**ALTERNATIVE SESSION FOUR Detailed Agenda**  
**FOCUS: *Racial Justice Organizing with Multiracial Leadership***

**Extended Buddy Check In [20]**

- Group norms check in: Given that we will be talking about multiracial organizing, and part of the process of doing multiracial organizing often involves establishing group norms for the particular purpose of working effectively as a multiracial group ... How have the group norms been working for you? Any that need clarification or adjusting, as we move into this 2<sup>nd</sup> to last session?
- Reflection: Share with your buddy a time when you did/said/thought something racist, and also a time when you interrupted someone else's individual level racist thinking/behavior. (This is a time to practice normalizing mistakes as well as raising our own awareness. And this kind of practice is also a key part of successful multiracial organizing.)

**Report out and discuss check in questions [15]**

- Report out and then discuss: What do we want to keep, embrace, adjust, remove, change, etc. in our shared group norms? How do these individual practices (that we just did in the check in) contribute to organizing?

**Case studies [35]**

- Discuss SONG and Migrant Justice, focus on question of differences between starting as multiracial or transitioning to multiracial

**Break! [10]**

**Discussion [35]**

Compare and contrast racial justice organizing that is white-led, PoC-led, and multiracial led (i.e. the case studies from sessions #2, #3, #4, and #5):

- How/why does the racial makeup of leadership matter?
- What can we learn for our work here, from these 3 types of racial justice organizing?

**Team building activity [15]**

**Check-out, evaluation and closing song [20]**

**Working Goals/Objectives:**

Content goals:

- Explore case studies of multiracial-led rural racial justice organizing
  - Compare and contrast what it is to start as a multiracial-led group (as with SONG) vs what it is to start as white-led and transition to multiracial-led or PoC-led (as with Migrant Justice)
- Compare and contrast racial justice organizing that is white-led, PoC-led, and multiracial led:
  - How/why does the racial makeup of leadership matter?
  - What can we learn for our work here, from these 3 types of racial justice organizing?

Process goals:

- To deepen our practice of the group norms, as part of our practice toward racial justice in this group and in our community

- To begin transitioning toward the last session, building on the trust we've been developing, toward the possibility of taking action together

## **ALTERNATIVE Session 6 Detailed Agenda**

Overview, Evaluate and Next Steps

### **Agenda Review & Study Group Overview [15]**

#### **Buddy Check-In [20]**

- Extended check in reflecting on Barbara Love's Four A's
  - Awareness, Analysis, Action, Accountability/Ally-ship

#### **Group Sharing & Personal Reflections [30]**

- Popcorn style sharing about the check in and four A's
- Personal reflections on how/if this study group experience has changed how you see your role in racial justice work
- Has it impacted how you see things, engage, communicate, act, etc.
- Other questions/topics that Ingrid comes up with ...

#### **Strategy & Organizing Discussion [60]**

- Decolonization convo
- What does this work look like here?
- Other questions/topics that come up

#### **Break & Eat [15]**

#### **Next Steps [60]**

- Where do we go from here ...Another study group?
- When, How long, how often, etc.
- Focus on white anti-racist or multi-racial?
- Participation requirements
- Outreach
- Interest? Roles, Capacity, etc.
- Follow up Plan
- Also, summer monthly event, film, book club, etc.?

#### **Evaluation & Suggestions [20]**

- Logistics
  - Length, Frequency, Time, etc., Space (s), Accessibility, Childcare, Food
  - Anything else?
- Facilitation
  - Flow, Structure, Timing
- Content & Curriculum (readings)
- Rate readings/sessions, Suggestions for other readings/topics

#### **Mutual Aid, Solidarity Pitch [5]**

#### **Appreciations & Closing Songs [20]**

## APPENDIX D: Song lyrics and credits from Spring 2018 Study Group

### **Courage, My Friend**

Courage, (2x)  
My friend (2x)  
You do not walk alone

We will (2x)  
Walk with you (2x)  
And sing your spirit home

*Origin unknown, commonly sung in anti-apartheid organizing in South Africa, and in Black liberation movements in the 60's and Jewish liberation movements today in the U.S.*

### **In Our Rightful Place, by Koach Frazier**

Solid as a rock  
Rooted like a tree  
We are here  
We are strong  
In our rightful place

**Be Easy**, based on a poem by Nayyirah Waheed, song author unknown

be easy.  
take your time.  
you're coming home to yourself.  
coming home to yourself.

### **Wade in the Water**, Black spiritual

Chorus:  
Wade in the water  
Wade in the water, children  
Wade in the water  
God's gonna trouble the water

### **Kumbaya**, Black spiritual

Kumbaya, my Lord, kumbaya (3x)  
Oh, Lord, kumbaya (oh, Lord, kumbaya)

Additional verses:  
Someone's cryin', Lord, kumbaya  
Someone's singin', Lord, kumbaya

"Kum ba ya" (come by here) was most likely first sung in Gullah, the creole language spoken by the former slaves living on the Sea Islands of South Carolina and Georgia, as well as The Bahamas


### **Come, Walk With Us**, South African hymn

The journey, the journey the journey is long  
(4x)  
Come walk with us for the journey is long  
(4x)  
Share our burden and join in the song (4x)

Translated from Zulu by Gerhard M. Cartford:  
Hamba nathi mkululu wethu (Come, walk with us, the journey is long)

APPENDIX E - SAMPLE FLYER - Fill in your own version [here](#).

**RURAL RACIAL JUSTICE  
ORGANIZING STUDY GROUP**  
FACILITATED BY LOST RIVER RACIAL JUSTICE + GREEN MOUNTAIN CROSSROADS



Are you curious about racial justice organizing in rural areas?  
Do you have an existing understanding of the systemic nature  
of racism & white supremacy?  
Want to move toward collective action for racial justice?

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**JOIN THE RURAL RACIAL JUSTICE ORGANIZING STUDY GROUP**

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**6 sessions over 10 weeks**  
**Starts January 28 | Ends March 31**  
**At Hilltop Montessori School | Brattleboro**  
wheelchair accessible | fragrance + nut free space | all gender restrooms

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**READ MORE DETAILS + APPLY BY JAN. 8, 2018**  
**LOSTRIVERRACIALJUSTICE.ORG**

## APPENDIX F - Creating a Fragrance Free Space<sup>16</sup>

### WHY BE FRAGRANCE FREE?

Many people in our community become ill when exposed to manufactured fragrances such as those contained in personal care and laundry products. While almost everyone may have some reaction, some of us experience severe reactions including migraines, blurred vision, nausea, muscle and joint pain, trouble breathing, and seizures.

We strive to have study group be more fragrance-free as part of our overall efforts to increase all kinds of accessibility. Making these events fragrance-free is one way to act from our values of community, intersecting identities/experiences, connections, and community wellbeing.

### TIPS ON HOW TO BE FRAGRANCE FREE

Being fragrance-free means arriving with no fragrance on your body, hair or clothes. Some products that contain fragrance may not smell strongly to you. To be sure, check the label for ingredients such as “fragrance,” “natural fragrance,” or “parfum.”

Products that may contain fragrances include perfume, cologne, shampoo and other hair items, soap, lotion, aftershave, sunscreen, bug repellent, deodorant, makeup, laundry detergent and dryer sheets. Almost all of these products are available in fragrance-free varieties, including deodorant (but not perfume or cologne).

Laundry products are especially problematic because the fragrance chemicals are designed to stick to fabric for weeks or more. Even some “fragrance free” dryer sheets contain harmful chemicals that affect people in the same ways as chemical fragrances. There are many substitutes, such as wool dryer balls. Or, just don’t use dryer sheets.

Natural fragrances are less harmful than chemical fragrances, but can still cause illness for some people and should be avoided or used sparingly. Even if a product says it is natural, it may not be. The safest choice is to use products without any added fragrances, even natural ones.

For a short, one-time event, you can be relatively fragrance free without purchasing new products:

- Leave off all products that are optional (such as perfume, cologne, aftershave, lotion, hair gel), especially products that stay on you all day (as opposed to those you use and then rinse off).
- Replace scented deodorant with witch hazel, rubbing alcohol, or baking soda (you may want to apply more than once during the day).
- Choose your outfit in advance. Wash it with baking soda in place of detergent, and then dry it without dryer sheets.
- If there is a scented product that you must use during the day, think about timing—at least avoid using it during the event or immediately before it starts.

More explanation about chemical sensitivities, and a list of fragrance-free products that are widely available (including many PoC-specific products), can be found at <http://eastbaymeditation.org/accessibility/scentfree.html>.

Some useful thoughts about chemical sensitivities, fragrances, race and gender can be found at <http://www.brownstargirl.org/blog/fragrance-free-femme-of-colour-realness-draft-15>.

Information for event organizers, including sample language for fragrance-free requests, can be found at <http://thinkagaintraining.com/about/fragrance-free/>

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<sup>16</sup> Adapted from the fragrance free guidelines from our friends, [The Root Social Justice Center](#).

## APPENDIX G: LIBRARY

### SECTION 1: 2018 READINGS + RESOURCES

- [Small Town Cross Roads, A Report by Southerners On New Ground](#)
- [THIS GROUP WANTS TO TAKE 'REDNECK' BACK FROM FASCISTS AND RACISTS](#)
- [#Notmyozarks](#)
- [#Nohateinmyholler](#)
- [Scalawag Magazine—Combating White Supremacy articles](#)
- [Christian church community support](#)
- [White supremacy and aesthetics Resources: A video about KODAK PHOTOS, and institutional racism...](#)
- [Dorothy Canfield Fisher](#)
- [Bourican pride in Holyoke, MA](#)
- [Racism, and the #metoomovement Rebecca Carroll in Esquire](#)
- [“Them, too: Black Women Break Their Silence in Media”](#)

### SECTION 2: Links to helpful websites or articles

- [The Class Politics of Black Lives Matter](#)
- [Articles relevant to this moment](#)
- [Anne Braden 2013 curriculum](#)
- [White anti-racist group in Wisconsin organized by a former member of the Heads Up Collective.](#)
- [Hillbilly Nationalists](#)
- [An excerpt from a book about JOIN poor white anti-racist organizing in Chicago](#)
- [AWARE LA education slideshow](#)
- [Freedom and Unity](#)
- [Black Lives Matter in historical context](#)
- [Ricardo Levins Morales](#)
- [Alicia Garza on the origins of #BlackLivesMatter](#)
- [Highlander Center on popular education and organizing](#)
- [Highlander Center on rural multi-racial organizing](#)

### SECTION 3: Readings

- [The Four Pillars Model](#)
  - The Four Pillars model was articulated by the Miami Workers Center (2004) as cited in Dean Spade, *Normal Life: Administrative Violence, Critical Trans\* Politics, and the Limits of the Law*
- [4 Ways to Push Back Against Your Privilege, February 3, 2014, by Mia McKenzie](#)
- [Five Faces of Oppression](#)



- [Anti-Black Racism and the Task of White Anti-Racists in This Historic Moment, by Chris Crass, TruthOut](#)
- [Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics, Kimberle Crenshaw](#)
- [Guidelines for Being Strong White Allies Adapted from Uprooting Racism: How White People Can Work for Social Justice, by Paul Kivel](#)
- [INTERSECTIONALITY 101, Olena Hankivsky, PhD](#)
- [re-thinking intersectionality, Jennifer C. Nash](#)
- [Pamphlet- White Mohawks & Dreads](#)
- [What white people need to know, and do, after Ferguson- Benefiting from white privilege is automatic. Defending white privilege is a choice. By Sally Kohn](#)
- [White Supremacy Culture - From Dismantling Racism: A Workbook for Social Change Groups, by Kenneth Jones and Tema Okun, ChangeWork, 2001](#)
- [How to Tell People They Sound Racist \(video\)](#)
- [Cultivating Creativity: The Arts and the Farm Workers' Movement During the 1960s and 70s](#)
- [Looking at the White Working Class Historically, by David Gilbert](#)

#### SECTION 4: Videos

[Boots Riley extended interview on Democracy Now on racism and capitalism](#)

#### SECTION 5: Other Curricula and Reading Lists

[Catalyzing Liberation Toolkit, Resource Compiled by Catalyst Project and Chris Crass](#)

#### SECTION 6: Links to articles/resources on teaching anti-racism, racial justice to young people

- [Parenting and Baltimore Where to Begin](#)
- [Talking About Black Lives Matter to White Children](#)
- [Tribal Nations Map](#)
- [Western States Center Dismantling Racism Book](#)

## APPENDIX H: 2020 Updated Resources

### Vermont Specific:

- [Race, COVID-19 And Health Disparities In Vermont](#)
- [New data shows Covid-19 racial disparities in Vermont](#)
- [How to support Vermonters of color: Listen to us](#)
- [As Vermonters speak out against racism, a 'spate of hate' has also emerged](#)
- [Back to the land — their land](#)
- [Burlington council approves 30% cut in police staffing levels](#)
- [Susu Healing Collective](#)
- [Vermont Releaf Collective](#)
- [Brattleboro, after weeks of discord, approves panel to review town police](#)
- [A coalition of racial justice & grower advocates strongly oppose S.54](#)
- [Peaceful protest by 300 fills Bellows Falls Square](#)
- [Taking to the streets: Youth rally against police brutality](#)
- [2020 Health and Safety Conditions on Vermont Dairy Farms](#)

### Resource on Racism and Race, COVID, and Uprisings:

- [Definitions](#)
- [1619 Podcast](#)
- *How to Be an Anti-Racist*, Ibram X. Kendi [book]
- *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*, Remsaa Menakem [book]
- [Public Health Experts Say the Pandemic Is Exactly Why Protests Must Continue](#)
- [Instances of racism add up. Here are 5 ways to cope: How to balance activism with your mental health](#)
- [Why American's don't learn about Tulsa or Juneteenth](#)
- [Rural Black Lives Matter](#)
- [Antiracist Parenting During COVID-19 and Beyond](#)
- [History Shows That Sustained, Disruptive Protests Work](#)
- [White People Own 98 Percent of Rural Land. Young Black Farmers Want to Reclaim Their Share.](#)
- [Reparations Summer](#)