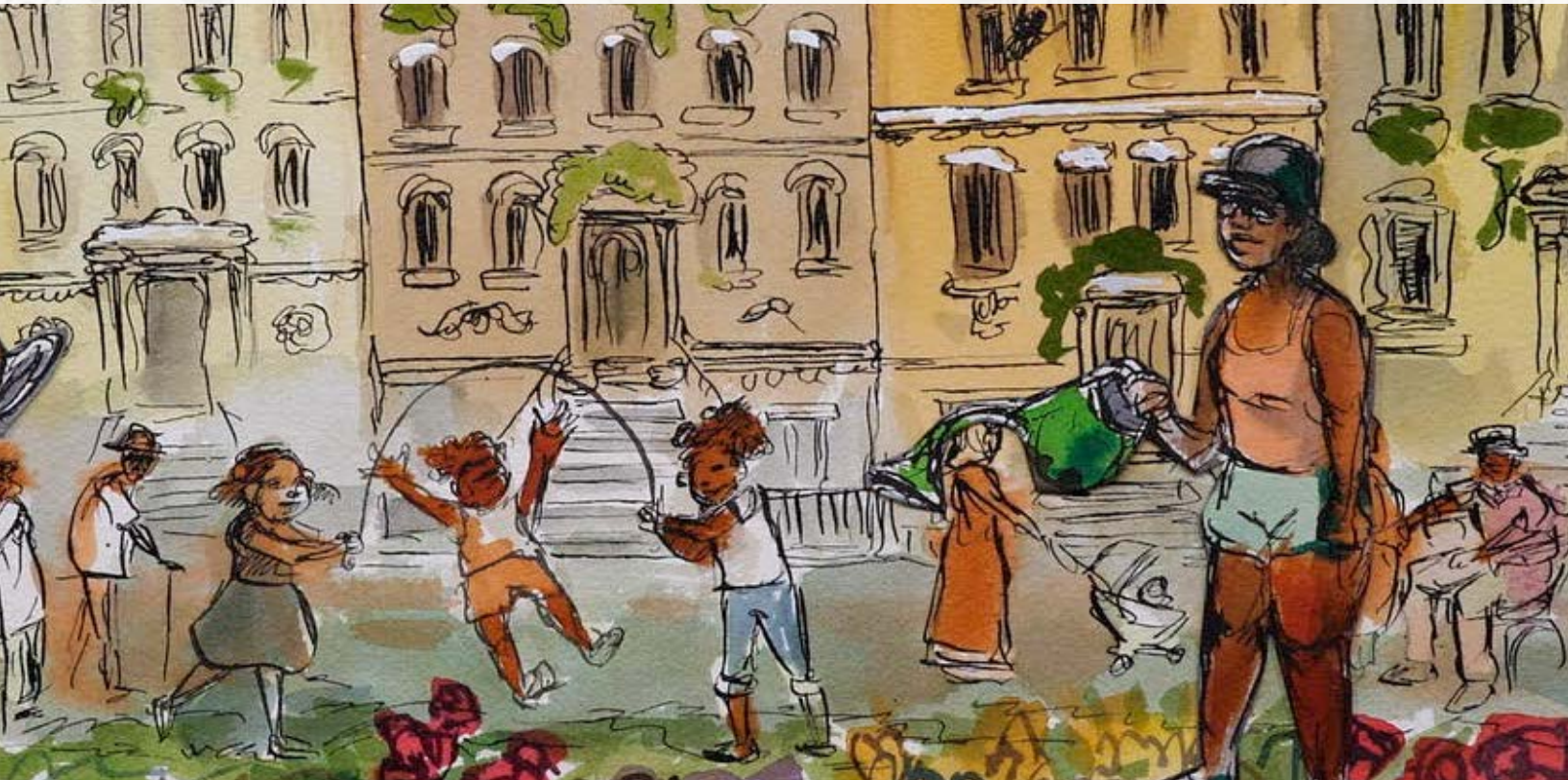


COMPILED BY SAFE RETURN PROJECT,
OTHERING AND BELONGING INSTITUTE,
AND BE THE CHANGE CONSULTING

mass liberation & climate justice toolkit



BeTheChange[™]

INTRODUCTION

WHAT IS THIS TOOLKIT?

What do mass incarceration, structural racism, and the climate crisis have to do with each other and how can we tell stories that illuminate the connections?

How do we engage people's full lived experience and aspirations related to ending mass incarceration and the climate crisis?

How do we build deeper and stronger alliances between the movements for mass liberation and climate justice?

If you, like us, have ever felt the need to answer these questions, the resources in this toolkit might offer you some tools to engage with them.

In 2019, the Othering & Belonging Institute and Safe Return Project joined forces to explore our own stories, experiences and experiments with these and related questions, and tested out strategies to develop new narratives that would help us expand our base, and build new forms of community power. This toolkit is a set of workshop curricula and materials that shares out what we've developed and seeks to support other communities' efforts.

OUR LEARNINGS

As we experimented with these ideas, we realized we had internalized limited beliefs about what demands we could or should make. We found ourselves in spaces with other organizers in the movement, where one group's incremental wins caused devastation to our communities, or vice versa. We realized we needed an approach to broaden our own thinking to demand what we knew our communities needed, not what we thought we could win. We needed strategies to think more intersectionally—about the ways our communities' needs overlapped with other fights that we cared about.

The following tools helped us to deepen our campaign strategies through transformative narratives. As we have had the opportunity to collaborate with our colleagues and comrades in this work, we found others who have also been grappling with similar questions. This toolkit is a humble offering of some of the resources we gathered, developed, borrowed and adapted. We hope they will be useful to you as well.

WHO IS IT FOR?

The materials here are primarily intended for the community organizers and advocates in the movements to end mass incarceration and achieve climate justice, but all people are welcome to adapt and use them with care. The materials are for facilitating workshops and interactive activities that engage community members, staff, and coalition members in generating their own knowledge, narratives, and strategies.

HOW TO USE THESE TOOLS:

We imagine these activities being stand alone sessions, or used all together in a series. While workshops are written for in-person facilitation, we have also included additional guidance and materials for virtual facilitation. Some ways we envision these tools to be helpful include:

- **OPTION 1:** *Use these tools for a capacity building series with your base, partners, or team.*
- **OPTION 2:** *Use these tools in a retreat with coalition partners to deepen an intersectional analysis.*
- **OPTION 3:** *Use all or some of these activities alongside a campaign development process to inform your strategic planning.*
- **OPTION 4:** *Use these tools for narrative campaign development.*



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CONNECT TO YOUR PERSONAL WHY IN THE WORK

In this activity, the group will reflect on personal experiences that brought them to this work, and explore intersections between multiple issue areas, such as incarceration, criminalization and the climate crisis.



Duration

1 hour

Objectives

- Deepen a sense of community
- Reflect on personal experiences that bring you to this work
- Identify commonalities between group members

FACILITATOR PRE-WORK

- Print 3-4 sets of the stepping stones worksheets
- Purchase rocks ([example](#)) for the closing activity
- Fill out your own Stepping Stone handout as a model for the group.
 - Here are some [Stepping Stone examples](#) to get you started

MATERIALS	VIRTUAL MATERIALS & GUIDANCE
<ul style="list-style-type: none"> • Stepping Stones Handouts (enough for your group to choose from) • Pens • Sharpies • Markers • Crayons • Color pencils • River Rocks 	<ul style="list-style-type: none"> • Stepping Stones Jamboard (make a copy and duplicate enough virtual handouts for your participants) • Capture participants' closing words on the existing jamboard on a new slide.

Agenda

TIME	ACTIVITY	MATERIALS
5 min	<p>Settle In & Grounding</p> <p>Play music and set out snacks to create an inviting ambiance as participants arrive.</p>	<p>Snacks Music Player Your best playlist 😊</p>
10 min	<p>Welcome, Introductions & Agenda Review</p> <ul style="list-style-type: none"> • SAY: In this session we want to take some time getting to know each other and to deepen our shared purpose as we engage in this work. • Review session agenda 	

TIME	ACTIVITIES	MATERIALS
35 min	<p>Opening Activity: Stepping Stones</p> <ul style="list-style-type: none"> • Spread the various stepping stones handouts around the room. • Have each participant select a picture of stepping stones that most resonates to them—some templates have stones close together, like a pathway, some have big currents and gaps between the stones, that may represent having to take a giant leap from one stone to the next. • Have them think about the path that they have each traveled to get to where they are now in their movement work. • Remind them that there may have been difficult and sometimes even tragic experiences that have led them to this place, inspiring moments, or deeply impactful memories. • Then ask them to think about the key moments that created the level of care/passion/dedication to this movement. • Have them each take a marker and write the name of a person or a moment on each stone that has been a stepping stone to bring them to their organizing work. After everyone has finished, have them go around the circle and share their journey of how they got here. <p>SUGGESTED DEBRIEF QUESTIONS:</p> <ul style="list-style-type: none"> • What did you hear that inspired you in others’ stories? • What are some of the things the stories have in common? • Who are the people who supported us along the way? • What are some of the skills/supports we gathered on our journeys? • How does it feel to think of all the support and skills you have developed along your journey? • How can we use the skills/knowledge we have gained in our future organizing work? • What other supports or skills would you like to cultivate? What are some ways you can do that? 	<p>Stepping Stones handouts</p> <p>Pens</p> <p>Sharpies</p> <p>Markers</p> <p>Crayons/ Color pencils</p>
10 min	<p>Closing</p> <ul style="list-style-type: none"> • Pass out river rocks and sharpies. Have each of them write a word on their rock that will remind them of the bridge of resiliency, strength, love and hope that their stepping stones have created for them. • Have each person share what they placed on their rock. • OPTIONAL: Collect the rocks and create an altar of resilience that the group can reflect on each time they meet. 	<p>River rocks</p> <p>Sharpies</p>



FACILITATOR NEXT STEPS

- 1 Save the stepping stones handouts from group members.
- 2 Place these in a folder, and tape up around the room in subsequent sessions, as a reminder of the journeys your participants have traveled.



BUILDING AN INTERSECTIONAL ANALYSIS

In this activity, the group will explore how a problem affecting our communities can affect various communities and identities in unique and similar ways.



Duration

1 hour and 10 minutes

Objectives

- To deepen community within your group
- To use an experiential activity to introduce the concept of solidarity
- To cultivate an intersectional analysis between your groups' issue area and other organizing issues

FACILITATOR PRE-WORK

- Identify 3 key moments that are relevant to your organizing issue area, that had an intersectional impact in other organizing issue areas (i.e., incarceration, climate, housing, etc.)
 - Examples relevant to Bay Area in Climate Justice, Incarceration, and Housing:
 - [Orange Skies Day](#), September 9, 2020
 - [#StopSanQuentinOutbreak](#), June 2020
 - [Atmospheric River/Torrential Rain](#), October 24, 2021
- Write each key moment on a large sheet of paper (11×17 or butcher paper)
- Read the ideas in the reference handout: [Sample: Developing an Intersectional Analysis](#)
- Print 1 set of the [Developing an Intersectional Analysis Prompts](#)

MATERIALS	VIRTUAL MATERIALS & GUIDANCE
<ul style="list-style-type: none"> ● 5×5 ft tarp (large enough for your group) ● Key Moment Titles ● Developing an Intersectional Analysis Prompt Cards ● Chart Markers ● Sharpies ● Half Sheets ● Reference: Sample: Developing an Intersectional Analysis 	<ul style="list-style-type: none"> ● Instead of the Flip the Script activity, facilitate Tangram Playrooms. Use the same debrief questions and suggested transition. ● Make a slide deck with your identified key moments using the sample as reference.

Agenda

TIME	ACTIVITY	MATERIALS
5 min	<p>Settle In & Grounding</p> <p>Play music and set out snacks to create an inviting ambiance as participants arrive.</p>	<p>Snacks</p> <p>Music Player</p> <p>Your best playlist 😊</p>
10 min	<p>Welcome, Introductions & Agenda Review</p> <p>SAY: We are all here because we care deeply about the issue of [insert your organizing issue here, ie Climate Justice, Closing Prisons, etc]. Many of us are passionate about this issue because we or our loved ones have been impacted in some way. In our organizing work, while we are fighting for the wins we want for our people and our communities, we want to also broaden our perspective to see how this same issue might be experienced by other communities. The more we can hold a broad lens, we can find ways to band together with other communities. The way we will win is to keep growing our base, and the people power we need to bring about the world we know we deserve.</p> <p>Let's start with an activity to try this thinking out.</p>	
15 min	<p>Opening Activity: Flip the Script!</p> <ul style="list-style-type: none"> • Create groups of 6 to 10 people. • Give each group a tarp, and explain that this represents a "Magic Carpet". • Have each team stand on top of their tarp. • Explain that each group must now work together to "flip" the tarp over without anyone touching the ground. • If anyone falls off the tarp, the group will be penalized 30 seconds (where they must stand still), and then will resume again. <p>DEBRIEF:</p> <ul style="list-style-type: none"> • What did you notice about yourself in that activity? • What did you notice about the group? • What did it take for us to be successful in this exercise? <p>SUGGESTED TRANSITION:</p> <p>Being successful in this activity required all of us having the same vision for what success would look like, we worked on how we communicated with each other as we experimented with possible strategies, we saw many people contributing ideas, and saw there could have been many more ways to get to our goal. We tailored the strategies we chose to the identities and needs of the people in the group. At times, there may have been competing needs or different ideas about what was most important to do first... similarly there may be real tensions about priorities that come up in our organizing work.</p> <p style="text-align: right;">→</p>	<p>A 5×5 tarp that everyone in your group can stand on</p>

TIME	ACTIVITIES	MATERIALS
	<ul style="list-style-type: none"> ● How is what we just did connected to broadening our lens to include more people in our fight? <p>Okay let's hold onto the big ideas that came up in this debrief as we go into our next activity, and then we will loop back to some of our insights from this activity.</p>	
30 min	<p>Developing an Intersectional Analysis</p> <ul style="list-style-type: none"> ● Refer to the handout: Sample: Developing an Intersectional Analysis to create working areas on the floor. <ul style="list-style-type: none"> ○ Place your Key Moments titles around the room. ○ Underneath the key moments, place the prompt sheets: <ul style="list-style-type: none"> ● The Impact on those Incarcerated Was... ● The Impact on the Unhoused Was... ● The Impact on the Environment Was... ● Explain to participants that sometimes in our organizing work, organizers develop a tunnel vision about their issue of focus, and miss the ways that the issue intersects other areas. ● When organizers hold a narrow lens into what needs to change, we can be short-sighted about the demands we make, or make gains at the expense of others. In this exercise, we will explore a deeper intersectional analysis that can help the group to develop more sustainable, inclusive demands. ● Ask a volunteer to read the key moments that you have chosen: ie, On September 9, 2020 the sky turned orange in the bay area. ● Split the participants into pairs. ● Pass out small stacks of half sheets to each of the pairs. ● Invite pairs to walk to each box on the floor and generate ideas for how people in each issue box were impacted, or what activists in this area may have been fighting for. Participants should write one idea per piece of paper, so you can move their contributions around later. ● Give participants 15-20 minutes to generate suggestions. Explain that if they get stuck, they can join another group, or spend some time reading the ideas others in the group generate. <p>DEBRIEF:</p> <ul style="list-style-type: none"> ● Let's read the ideas in each box. What strikes you as you read these? ● What would happen if we only focused on one of these issue areas? ● Think back to our magic carpet activity — what did it take to ensure that all of us could make it onto the flipped carpet? ● If we considered just one of the areas of impact in these boxes, what would happen to other groups? ● What lived experiences have we had that relate to at least two of the boxes / areas of impact? <p style="text-align: right;">→</p>	<p><u>Sample:</u> <u>Developing an Intersectional Analysis</u></p> <p>Key Moments Titles</p> <p><u>Prompts</u></p> <p>Half sheets of paper</p> <p>Sharpies</p>

TIME	ACTIVITIES	MATERIALS
	<ul style="list-style-type: none"> • What do the different boxes have in common in terms of who is most impacted and who has the privilege to have more distance from these issues? 	
10 min	<p>Closing</p> <ul style="list-style-type: none"> • Invite participants to choose any two boxes. • As a closing, invite each person to describe the key moment in a way that connects to both areas of impact. • Ask the group: if we wanted to flip the script for all of us, what are some values or principles we would uphold in our group? 	



SUGGESTED NEXT STEPS (FOR FACILITATOR TO DECIDE)

- 1 Note key insights from your group members about the rationale for holding an intersectional analysis. You can share these again in future meetings to support maintaining a broad lens of who your group can build solidarity with.



UNCOVER THE BIG LIES ABOUT OUR COMMUNITIES

In this activity, the group will explore the ways dominant narratives and big media send explicit and implicit messages about communities. They send messages that some communities are worthy of protection, safety, and care while others deserve to be over-policed with harsh discipline. These messages draw the public’s attention away from the systemic inequities like unequal access to high quality public education, public transportation, or healthcare that create different experiences from community to community. In this session participants will uncover big lies, and identify narratives their campaigns must combat in their journey.



Duration

1 hour and 35 minutes

Objectives

- Identify dominant narratives that portray communities in a negative light
- Identify alternative, positive narratives for our communities

FACILITATOR PRE-WORK

- Write the following prompt at the top of one flipchart (one sheet per statement)
 - Some places must be treated as sacrifice zones.
 - Prisons make our communities safer.
 - You have to make tradeoffs for people to be well.
 - We have to spend billions on extractive industries.
 - The future we imagine is impossible.
- Write these questions at the top of one flipchart (one sheet per question)
 - Have you ever heard this big lie?
 - Do you believe this to be true?
 - What are some things that happen / we do when we believe in this big lie?
 - Who benefits from this lie? Who is harmed?

MATERIALS

- Butcher paper
- Pens
- Video: [Movement for a More Just World](#)
- Video player
- Speakers
- Flipchart paper
- Handout: [Battle of the Story](#)

VIRTUAL MATERIALS & GUIDANCE

- [Gallery Walk Slides](#) (Make a copy and adjust the permissions so that your participants will be able to edit it)
- [Battle of the Story](#) (Invite participants to make copies of the handout when in their breakout groups)

Agenda

TIME	ACTIVITY	MATERIALS
5 min	<p>Settle In & Grounding</p> <p>Play music and set out snacks to create an inviting ambiance as participants arrive.</p>	<p>Snacks</p> <p>Music Player</p> <p>Your best playlist 😊</p>
5 min	<p>Welcome, Introductions & Agenda Review</p> <ul style="list-style-type: none"> • Welcome participants • Review agenda and objectives 	
20 min	<p>Warm Up: Lifestyles and Values (Optional)</p> <p>OBJECTIVE: Participants will begin to think about different communities and where theirs fits in.</p> <ul style="list-style-type: none"> • SAY: Let's begin our session with a warm up. Think about a community that you've seen on TV, in movies, in books, or in real life. What are the values of the community you are thinking of? When we say 'values' we mean what the way they live says about what is most important and good to them. • Have each person form a pair with someone they're sitting next to. • SAY: In pairs, you will each spend three minutes sharing your response with your partner. • While one person shares, the other person should listen for the values you hear in their share and write them down. <p>DEBRIEF:</p> <ul style="list-style-type: none"> • Invite participants to share the values they heard, and chart these on flipchart paper. • ASK: What do you see in your community that's valued? • ASK: What do you see that's not valued? 	<p>Half sheets</p> <p>Pens/Computer</p>
20 min	<p>Movement for a More Just World</p> <ul style="list-style-type: none"> • Show participants the video, Movement for a More Just World. • Reflect with a partner: <ul style="list-style-type: none"> ○ What felt like the truth in the video? ○ What made you angry? ○ What made you think? <p>SUGGESTED TRANSITION: This video surfaces five big lies that are often told through media, tax laws, policies, and cultural narratives about what it takes to live in a successful society. These big lies send the message that it is okay, or justified, that communities exist with disproportionately harmful</p> <p style="text-align: right;">→</p>	<p>Video: Movement for a More Just World</p> <p>Video player</p> <p>Speakers</p>

TIME	ACTIVITIES	MATERIALS
	<p>impacts on health, economics, or safety of the people who live in them. These are also often communities of color. We need to challenge these big lies. In the next activity we will interrogate them.</p>	
<p>10 min</p>	<p>Big Lies</p> <p>Create a poster with each of the big lies written at the top.</p> <ul style="list-style-type: none"> ● Some places must be treated as sacrifice zones. ● Prisoners make our communities safer. ● You have to make tradeoffs for people to be well. ● We have to spend billions on extractive industries. ● The future we imagine is impossible. <p>Have participants do a gallery walk to each poster and answer these questions:</p> <ul style="list-style-type: none"> ● Have you ever heard this big lie? ● Do you believe this to be true? ● What are some things that happen / we do when we believe in this big lie? ● Who benefits from this lie? Who is harmed? 	<p>Flipchart paper</p> <p>Markers</p>

<p>30 min</p>	<p>Battle of the Story</p> <ul style="list-style-type: none"> ● We are going to try out an activity from the Center for Story-based Strategy. This is an organization that cultivates imagination spaces where story, grassroots leadership, organizing, and democracy are interwoven strategies to build power. ● Creating stories can challenge dominant narratives and control mythologies. ● The Battle of the Story helps us craft stories that effectively intervene in the opposition’s narrative, uplifting our own underlying assumptions around justice and liberation. ● So let’s unpack: <i>What is the story we want to tell?</i> ● Have participants get into groups of 4. ● Distribute the planning handout: Battle of the Story ● Invite groups to first answer the prompt under “Their Story”: <i>How does the dominant story make existing outcomes possible or inevitable? What do we have to believe, in order to believe their story is true?</i> ● Then invite participants to develop “Our Story” by answering these prompts: <i>What assumptions can we uplift and claim that close the window on policies and outcomes we are against and open the window to outcomes we desire?</i> ● Once participants develop their ideas, they should create a 2-minute skit demonstrating “Their Story” versus “Our Story”. → 	<p>Handout: Battle of the Story</p>
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TIME	ACTIVITIES	MATERIALS
	<ul style="list-style-type: none"> ● Watch skits ● Debrief each skit: <ul style="list-style-type: none"> ○ What was the lie in the first part? ○ What new narratives is this group offering us? <p>DISCUSS AS A WHOLE:</p> <ul style="list-style-type: none"> ● What will it take for us to achieve these new narratives, and tell our stories? 	
5 min	<p>Closing: One Wish</p> <ul style="list-style-type: none"> ● Have each person share one thing they wish for their communities. 	



DEVELOP A SHARED VISION FOR THE FUTURE

In this activity, the group will explore personal and collective values that offer inspiration and staying power in this work. We know that wins don't come easily, and often require years of persistence and hard work. In a world of instant gratification, maintaining solidarity, motivation and vision for the future we want to create will require a deeply rooted staying power, which only values can provide. In this session participants will engage in a process to unpack the power of inspiration, and connect to their own "why" for the work they are engaged in.



Duration

2 hours

Objectives

- To identify personal values that motivate them to do this work
- To develop a set of shared values for this groups' work together
- To develop a shared vision statement, centering the impact the group dreams of having

FACILITATOR PRE-WORK

- Before the session read "[Our Statements](#)" from Articulating a Strategic Narrative for Mass Liberation and Just Transition
- Print and cut out the [Values Cards](#), ensure you have enough sets for everyone in the room (about 1 set for every 4 people)
 - If your group has been generating values from prior conversations, use the handout provided to add additional value cards with your groups' prioritized values on Page 1
- Print 5 [Values Into Practice Posters](#)
- For Head, Heart, Feet, decide if you will show a slide like the one linked in the materials or draw your own poster.
- Before facilitating this activity, tape the posters around the room or build in transition time between activities to do so.

MATERIALS	VIRTUAL MATERIALS & GUIDANCE
<ul style="list-style-type: none"> ● Values Cards ● Values Into Practice Posters ● Head, Heart, Feet Visual ● Chart Paper ● Pens ● Chart Markers ● Sharpies ● 3x3 Post-Its ● Half Sheets 	<ul style="list-style-type: none"> ● Use this Values Deck in replace of the Values cards. Invite participants to reference this slide deck as they are listening to each other's stories. ● Make 1 copy of the Values Into Practice Slide Deck. After your group narrows down 5 values, type each value in the box at the top of each slide.

Agenda

TIME	ACTIVITY	MATERIALS
5 min	<p>Settle In & Grounding</p> <p>Play music and set out snacks to create an inviting ambiance as participants arrive.</p>	<p>Snacks</p> <p>Music Player</p> <p>Your best playlist 😊</p>
5 min	<p>Welcome, Introductions & Agenda Review</p>	
15 min	<p>Warm Up: Peak Experiences</p> <p>OBJECTIVE: Participants will reconnect with their motivation for doing this work and deepen connection with each other.</p> <ul style="list-style-type: none"> • SAY: Let's begin our session with a warm up. Think about a peak moment when you felt most motivated, inspired and connected in your organizing or Just Transitions work. Take a few moments to jot this down on a piece of paper. • Have each person form a pair with someone who is their shoe twin (this means someone who has the most similar footwear to what they are wearing on their own feet). • SAY: In pairs, you will each spend a few minutes to share your response with your partner. • While one person shares, the other person should listen for the values you hear in their story. Think to yourselves: <i>Why is this story important to this person? What values are at play that make this a peak experience for them?</i> 	<p>Half sheets</p> <p>Pens</p>
30 min	<p>Values Card Sort</p> <p>OBJECTIVE: Participants will connect their personal experiences to values.</p> <p>SET UP: Spread the Values cards on a surface such as the floor or a table where participants can easily see each card and pick them up.</p> <ul style="list-style-type: none"> • SAY: Now that we've heard each other's peak experiences, pick 2-3 values that showed up in your partners' story. If you don't see the exact value you are searching for, you can write the value on a blank card. • SAY: It is okay if you choose a value card that doesn't resonate for your partner — our objective is to make an offer of what we heard, and let them respond. • Have the pairs regroup and share what they chose and why. • NOW SAY: Now that we have heard some of the peak values in this space, let's see if we can filter these into a set of shared values for our work together. <p style="text-align: right;">→</p>	<p>Values cards</p>

TIME	ACTIVITIES	MATERIALS
	<ul style="list-style-type: none"> • Have each pair work together to prioritize all the values that they selected for each other using this prompt: Which values are MOST important for us to keep in mind, in our work together? • Now have each pair join another pair and share what they chose and why. Repeat the filtering process, where the four people Prioritize two values together. • Each quad should now join another quad and share what they chose and why. Prioritize two values together. • Come together as a large group and prioritize 5 values in response to the prompt: when we think about the work we want to do, what 5 values do we want to lean into? <p>DEBRIEF:</p> <ul style="list-style-type: none"> • How does connecting our values to personal experiences support our work? 	
<p>30 min</p>	<p>Values into Practice</p> <p>OBJECTIVE: Participants articulate what each value looks like, sounds like, and feels like in practice in movement work.</p> <p>SET UP:</p> <ul style="list-style-type: none"> • Clean up the value cards that weren't selected and spread the prioritized value cards around the room. • At the top of each Values into Practice poster, write each prioritized value, so that each value has its own poster • Post up the Values into Practice posters with post-its and markers next to them <p>PROCESS:</p> <ul style="list-style-type: none"> • Ask participants to move to the value poster that is most important to them. This should create distinct groups. • Invite groups to choose a scribe. The scribe will support with jotting notes on post-its for those that feel more comfortable sharing out loud. The scribe will also write the themes directly on the poster. • Explain that each person will have their own set of 3×3 post-it and will brainstorm ideas for each prompt on the poster. • Once the group is done brainstorming on post-its, invite them to post them on the wall. • Explain that each group will discuss what themes are showing up in the post-its and move post-its around to cluster them. • Give each group ten to fifteen minutes to move from discussion to pasting their post-its and clustered themes on their posters. • Ask them to present their posters to the large group <p>DEBRIEF:</p> <ul style="list-style-type: none"> • What is inspiring about the values we chose? <p style="text-align: right;">→</p>	<p>Values into Practice Posters</p> <p>Chart markers/ Sharpies</p> <p>3×3 Post-its</p>

TIME	ACTIVITIES	MATERIALS
	<ul style="list-style-type: none"> • What would get in the way of your practicing or applying these values? • What did you like about this process? • What could we have done differently that would make it better for you? 	
20 min	<p>Our Vision of a More Just World</p> <ul style="list-style-type: none"> • SAY: Now that we've developed our values posters, this becomes the foundation for our shared vision. Our vision of the world we want can unite us and can change public conversations about what is needed and what is possible. • ASK: What is the world we could create if we brought these values to life in our work? • OPTIONAL: Show this video. Discuss: What is inspiring about this video? • Have people choose 1 post-it that inspires them for the work. • Invite participants to work with a partner to develop one expression of their shared vision of the future. • Invite participants to pick any medium that inspires them—drawing, poetry, song, text, bullet list, dance, ... <ul style="list-style-type: none"> ○ Think about things like : <ul style="list-style-type: none"> • What is it like in the daily lives of residents? • What resources and systems would everyone have access to? • As groups share their ideas, invite the full group to develop one bigger expression of the shared vision. • Identify 1-2 people who will refine the vision statements into one cohesive statement. 	Chart paper Video
15 min	<p>Closing: Head, Heart, Feet</p> <p>SET UP: Post up Head, Heart, Feet Poster and distribute post-its and pens to each participant.</p> <ul style="list-style-type: none"> • SAY: It is time to close our session! In any learning opportunity, some of us naturally learn by marinating in the feelings and experience of the session, some of us reflect on what we learned—the aha! Moments of a session, while others start thinking about action steps. This closing is called Head, Heart, Feet, and will allow you to both identify your learning style, and share some aspects of your learning process with us. • Have participants form a circle. • Point to the Head, Heart, Feet visual, and ask participants to spend a few minutes thinking about something they're thinking about, something they're feeling, or something they will do as a result of this session. • Have each participant share their head, heart, or feet. 	Head, Heart, Feet Slide or Poster

UNLEASH THE POWER OF INTERSECTIONAL MOVEMENTS

In this activity, we will explore how solutions that we propose can have limitations or obstruction points, and do harm even while they also do good. We will learn questions and criteria we can use to develop more full and real solutions, try them out, and develop the partnerships and relationships that will be needed to achieve our goals.



Duration

2 hours

Objectives

- Learn about prior organizing efforts through case studies.
- Explore beliefs about allies and partners who can support our goals.
- Generate best practices for intersectional strategy development.

FACILITATOR PRE-WORK

- Familiarize yourself with [Case Study 1: The Farm Workers Movement and Black Liberation Movements of the 1960's](#) and move through the analysis questions
- Write this quote on a white board, chart paper or project it on a slide:
 “We go in with the understanding that prisons help no one, so everyone is a potential ally.”
 - *Dorsey Nunn*
- Print the Case Study Handouts (1 per person)
- Print the Case Study Reflection Handout Sets (1 set per small group)

MATERIALS	VIRTUAL MATERIALS & GUIDANCE
<ul style="list-style-type: none"> ● Dominoes (4-5 sets) ● Domino Cascade Video ● Laptop ● Case Study Handout 	<ul style="list-style-type: none"> ● Case Study Reflection Handout Set ● 8.5×11 paper ● Markers ● Sticker Dots
	<ul style="list-style-type: none"> ● Instead of the Dominos warm up, facilitate House of Cards. Use the same suggested transition. ● Invite each breakout group to make a copy of the case study reflection handout set.

Agenda

TIME	ACTIVITY	MATERIALS
5 min	<p>Settle In & Grounding</p> <p>Play music and set out snacks to create an inviting ambiance as participants arrive.</p>	<p>Snacks</p> <p>Music Player</p> <p>Your best playlist 😊</p>
10 min	<p>Welcome, Introductions & Agenda Review</p> <ul style="list-style-type: none"> • SAY: Today we will get to explore cross-movement alliance building by analyzing inspiring examples from the past. • Review session agenda 	
15 min	<p>Warm Up</p> <ul style="list-style-type: none"> • Have participants form groups of 4. • Distribute a set of dominoes to each group. • Invite them to work together in their small group to set up a domino cascade. • After about 8 minutes, watch each group knock down their dominoes. <p>DEBRIEF:</p> <ul style="list-style-type: none"> • What was important for you in this activity? • What would we have needed to do differently if we wanted each of our cascades to intersect at some point? <p>SUGGESTED TRANSITION:</p> <ul style="list-style-type: none"> • Dominoes can be a metaphor for the campaign activities we design. We take one action, which has an impact on something else, which impacts the next thing. Dominoes can be really complex and intricate. Let's take a moment to see some examples of how complex they could become. • Show a 60-second clip from this video. • Sometimes, organizers build campaigns that have a limited reach. If we want to think big, about the ultimate goals we want to win, we have to get strategic about how we organize and design our actions. In this session we are going to do some research into other campaigns to see what we can learn for our own strategy development. • Looking at all the work that went into setting up these dominoes might bring up feelings like "all that work just to knock something down!" We can reflect on the ways we might also become part of or invested in the systems we are looking down. 	<p>Dominoes (4-5 sets)</p> <p>Domino Cascade Video</p> <p>Laptop</p>
10 min	<p>Case Study Read</p> <ul style="list-style-type: none"> • Invite participants to take 10 minutes to read the following case study: Case Study 1: The Farm Workers Movement and Black Liberation Movements of the 1960's • (optional) While participants are reading, play some light music in the background. 	<p>Case Study #1 Handout</p>

TIME	ACTIVITIES	MATERIALS
10 min	<p>Analyze the Case</p> <ul style="list-style-type: none"> ● Break participants into small groups. Pass out one case study poster to each group. Tell them that they will analyze the case in three rounds. ● Invite them to complete the first section of their poster in 10 minutes: <ul style="list-style-type: none"> ○ Who/what was the common vision between the Black Panther Party (BPP) and United Farm Workers (UFW)? ○ What was the biggest obstacle to achieving their vision? ○ What prompted boycotts against Safeway by the BPP and the UFW? 	<p>Case Study Reflection Handout Set</p>
15 min	<p>Analyze the Intersectional Elements of this Issue Area</p> <ul style="list-style-type: none"> ● Next, invite groups to take 15 minutes on the next section: <ul style="list-style-type: none"> ○ In what ways was this an economic justice issue? ○ In what ways was this a racial justice issue? ○ In what ways was this an environmental justice issue? ○ In what ways is this a decarceration issue? ○ Is there another issue area that you see in this situation? 	<p>Case Study Reflection Handout Set</p>
30 min	<p>Mapping Potential Bridges</p> <ul style="list-style-type: none"> ● Then, invite groups to take 15 minutes to complete the last section of the poster: <ul style="list-style-type: none"> ○ Based on your intersectional analysis, respond to the following questions: <ul style="list-style-type: none"> ● What value did the BPP and UFW get from collaborating together? ● What skills/infrastructure did they need to have in place in order to collaborate? ● What challenges do you imagine they had to navigate? ● What lessons could we learn from the way their alliance ended up dissolving? ● Ask folks to return to the large group and do share outs from their posters. 	<p>Case Study Reflection Handout Set</p>
15 min	<p>Best Practices for Intersectional Movements</p> <ul style="list-style-type: none"> ● Have participants get into groups of four. ● Invite groups to work together to develop a “listicle” — a list of 4 best practices they should take to design their own campaign strategy, and write each one on a separate paper. ● Have each group share their ideas. ● Distribute 3 stickers to each person ● Invite each person to consider which 3 strategies they think would be most important to their own campaign design. <p style="text-align: right;">→</p>	<p>8.5×11 paper Markers Sticker Dots</p>

TIME	ACTIVITIES	MATERIALS
	<ul style="list-style-type: none"> • Have them place a sticker on the ideas they most liked. • Rank the papers from the ones with the most stickers to the least. • Take a picture of these tactics, and explain that in a future session, as you develop tactics, the group can use these best practices as criteria to assess their choices. 	
10 min	<p>Closing</p> <ul style="list-style-type: none"> • Invite each person to share one thing they are learning from this session, or offer one appreciation to someone in the group. 	



SUGGESTED NEXT STEPS (FOR FACILITATOR TO DECIDE)

- 1 Take a picture of the tactics your group came up with.
- 2 Type these up and bring them back for future use.



ANALYZING YOUR DEMANDS TO CREATE REAL SOLUTIONS

In this activity, the group will develop a set of demands aligned to their work, then analyze them to assess potential limitations in their analysis, and interrogate where other groups might be harmed by the wins. The group will hold a discussion and adjust their strategies to ensure intersectional wins.



Duration

2 hours and 30 minutes

Objectives

- Connect the dots of how our demands and proposed system changes can advance mass liberation and climate justice for all.
- Use questions and principles to shift from incremental, transactional wins that might undercut other movements, to transformative wins.

FACILITATOR PRE-WORK
<ul style="list-style-type: none"> • Print 1 set of the Four Corners Prompt Cards and tape them around the room • Print the Demand Screen Handouts

MATERIALS	VIRTUAL MATERIALS & GUIDANCE
<ul style="list-style-type: none"> • Four Corners Prompt Cards • Blue Tape • Half Sheets of Paper • Pens • Markers • Sticker Dots • Handout: Demand Screen 	<ul style="list-style-type: none"> • Make a copy of the Four Corners Slide Deck and change the permissions so anyone with the link can edit. • Make a copy of the Designing Our Demands Voting Slide and change the permissions so anyone with the link can edit. Duplicate the slide as needed. • Handout: Demand Screen (make a copy for participants to be able to use)

Agenda

TIME	ACTIVITY	MATERIALS
5 min	<p>Settle In & Grounding</p> <p>Play music and set out snacks to create an inviting ambiance as participants arrive.</p>	<p>Snacks</p> <p>Music Player</p> <p>Your best playlist 😊</p>

TIME	ACTIVITIES	MATERIALS
10 min	<p>Welcome, Introductions & Agenda Review</p> <ul style="list-style-type: none"> ● Use the following talking points to introduce the session: <ul style="list-style-type: none"> ○ We are all in a learning process, developing our visions for transformation ○ Short-sighted thinking is inevitable, so we must be intentional to look for them and work in collaboration with people who can help us see them. ○ Partial solutions create conflicts between organizations/communities with shared values. ○ People are whole, so the solutions we propose should work for them entirely. ● In this session the group will design demands, then interrogate them to pull out limitations and make them more holistic. 	
30 min	<p>Warm Up: Four Corners</p> <ul style="list-style-type: none"> ● Put handouts up in four corners of the room: Strongly Agree, Agree, Disagree, Strongly Disagree ● Explain that in this session we will hear a statement. ● Read one of the statements. Each person should move to the corner of the room that represents their response to this prompt: Is this a Full Solution? ● After participants move, invite them to turn to the person next to them and share why they chose to stand where they did. ● Some potential debrief questions after each statement: <ul style="list-style-type: none"> ○ Who benefits? Are incarcerated or formerly incarcerated people specifically included? ○ Who is harmed or not protected? Will fenceline communities be protected and have more power to make their environment safe? ○ Does the solution create more dependence on systems of harm and incarceration? Does it create dependence on the fossil fuel industry? ● Statements: <ul style="list-style-type: none"> ○ Note to facilitator: After reading each statement, ask the group: Is this a full solution? ○ Climate solutions that clean up air and land, but don't include the land under prisons or the air quality in the prisons. ○ Reentry job training for formerly incarcerated people to learn construction trades skills related to building oil refineries. ○ Affordable housing near public transit to reduce the use of cars and greenhouse gasses that cause the climate crisis. ○ Affordable housing rules that prohibit people with a conviction history from living there. ○ Prisoners fighting wildfires but not getting decent payment or professional certification they can use when they get out. 	<p>Four Corners Prompt Cards</p>

TIME	ACTIVITIES	MATERIALS
30 min	<p>Designing our Demands</p> <ul style="list-style-type: none"> ● SAY: Now that we have warmed ourselves up to thinking deeper and holistically, let's develop our own demands ● Distribute a stack of half-sheets of paper to each person ● Invite them to write one demand they believe the group should be fighting for on each paper. For example, this could be a new policy, and change to public narratives, or investment in a community project. ● Each person could create 5-7 demands. ● Scatter the demands on a table or the floor, and cluster similar ideas. ● Discuss the ideas that are emerging, clarify/sharpen a demand based on similar ideas. ● Distribute 3 stickers to each person. ● Invite each person to "vote" on the demand they think best fits the criteria for a holistic, intersectional demand. (Note: If your group developed criteria for their campaign (see lesson 5), you can share their listicle as well) ● Rank the ideas with the most stickers to the least stickers. ● Explain that these are not necessarily the final decision on the demands, but the group will assess the top three to see if they meet the criteria. 	Half Sheets of Paper Markers Sticker Dots
90 min	<p>Demand Screen</p> <ul style="list-style-type: none"> ● Divide participants into groups of 4-5 ● Give each group one of the top ranked demands your group came up with. (Alternative, have the whole group work on the same demand, to support parallel thinking. Given the amount of time and the processing speed of your group you might want to prioritize certain questions for this conversation, rather than all of them) ● Distribute the Demand Screen to each group. ● Explain that this screen is a set of questions designed to analyze a potential demand, to ensure we are thinking broadly and holistically about the impacts. ● Have each group respond to the questions in the demand screen. ● Have groups share their analysis/thinking with one another. ● Based on each group's analysis, decide if this demand is right for the whole group to adopt. <p>DEBRIEF:</p> <ul style="list-style-type: none"> ● What did we learn from this process? 	Handout: Demand Screen Pens
15 min	<p>Closing</p> <ul style="list-style-type: none"> ● What are you taking away from this session? ● What next steps can we each commit to? 	



SUGGESTED NEXT STEPS (FOR FACILITATOR TO DECIDE)

- 1 Research these resources for going deeper, and assess if they may be helpful to your group:
 - [8 Steps to Abolition](#)
 - [People's Orientation to a Regenerative Economy](#)
- 2 Collect the demand screen analysis from your participants
- 3 Type up all the demands that were generated, and document the number of sticker votes each one received, for use in the future.



ADVANCE TRANSFORMATIVE NARRATIVES

Organizing work is often about enticing people to move away from extractive economies and toward regenerative economies, in a way that includes everyone, and sacrifices no one. The carceral state is an extractive economy — most people have been conditioned to believe there is no other way to survive. In this session we will explore strategies to counter deeply held beliefs and narratives in people, to convince them that the world we are dreaming of is just, realistic, and beneficial for all.

FACILITATOR NOTE: *The activities in this session could be split into multiple sessions, in order to provide more time for the group to go deeper. When the Safe Return Project did this process, we spent 3 full 90-minute sessions on this content.*



Duration

Depends on the group (see suggested times for a consolidated session below)

Objectives

- To learn about the power of narratives
- To develop a transformative narrative rooted in your own priorities

FACILITATOR PRE-WORK

- Make a copy of the [Organizing Taboo Cards](#) and add additional cards that are relevant to your work. Print and cut.
- Print the [Narrative Big Lies Handout](#) (1 per person)
- Print the [Interrogating Our Narratives](#) Handout (1 per person)

MATERIALS	VIRTUAL MATERIALS & GUIDANCE
<ul style="list-style-type: none"> • Organizing Taboo Cards • Timer • Handout: Narrative Big Lies • Handout: Interrogating our Narratives • Flipchart paper • Markers 	<ul style="list-style-type: none"> • Organizing Taboo: Private chat the point person from each team their half of the taboo cards. • Invite participants to make copies of the handouts when they are in their breakout groups.

Agenda

TIME	ACTIVITY	MATERIALS
5 min	<p>Settle In & Grounding</p> <p>Play music and set out snacks to create an inviting ambiance as participants arrive.</p>	<p>Snacks</p> <p>Music Player</p> <p>Your best playlist 😊</p>
10 min	<p>Welcome, Introductions & Agenda Review</p>	
15 min	<p>Opening Activity: Organizing Taboo</p> <ul style="list-style-type: none"> • Have participants get into 2 groups. • Explain that as a community builder for this session, the group will play a version of Taboo. • In this game, each team will send up one person. This person will choose a card from the “Organizing Taboo” stack of cards. • Each card will have a word at the top. • The person’s objective is to get your team to guess the word at the top, without saying the “taboo words” from the bulleted list below the card. • Explain that you will have a copy of the cards as well, and if they say a taboo word, that person will be out. • If the guessing team cannot guess the word within 1 minute, the other team can make 2 guesses. • The group that guesses the most words will win. <p>DEBRIEF:</p> <ul style="list-style-type: none"> • What did it take to win this game? • How did you choose what to say? • What tactics did you need to use to get people to guess your word with very limited words? <p>SUGGESTED TRANSITION:</p> <p>This activity is about connecting to the ideas and beliefs people already have about the word we are trying to get them to guess. To get to a quick win, we are trying to get to commonly held images. Developing a narrative strategy uses these same tactics — we need to find commonly held beliefs and ideas to activate one’s sense of justice or agency. Often this is challenging because we are fighting commonly held negative ideas, or big lies. In this next activity, we will unpack narrative images, and design transformative ones.</p>	<p>Organizing Taboo Cards</p> <p>Timer</p>
30 min	<p>Examining the Big Lies</p> <ul style="list-style-type: none"> • Distribute the Handout: Narrative Big Lies • Ask participants to read each of the messages in the Big Lies column of the grid below. <p style="text-align: right;">→</p>	<p>Handout: Narrative Big Lies</p>

TIME	ACTIVITIES	MATERIALS
	<ul style="list-style-type: none"> ● In small groups of 3, have groups reflect on the three prompts, and add their suggestions. Some suggested responses are provided as a starting place. <p>DEBRIEF:</p> <ul style="list-style-type: none"> ● What came up for you? ● What are some of the powerful connections you saw in this analysis? 	
60 min	<p>Designing Transformative Narratives</p> <ul style="list-style-type: none"> ● Explain that a transformative narrative is one that connects across various issues and communities and campaigns, and in some way answers each of these four core questions: <i>(Facilitator Note: Each of these questions could be covered in separate sessions.)</i> <ul style="list-style-type: none"> ○ What is our analysis of the root causes of mass incarceration and the climate crisis? ○ What are the values that guide our work? ○ What is the vision we have for the world that gives us a north star for where we want to go? ○ What is the shared identity of us and our people that holds our values, vision, and analysis? How do we establish a bigger “WE” for this work? <p>DEBRIEF:</p> <ul style="list-style-type: none"> ● What came up for you? ● What are some of the powerful connections you saw in this analysis? 	
30 min	<p>Interrogating our Narratives</p> <ul style="list-style-type: none"> ● Distribute the Interrogating Our Narratives handout to participants ● Have participants work in the same small groups of 3 to reflect on each of the prompt questions. ● Invite participants to place the narratives you developed in the prior section into the handout, then use the rest of the prompt questions to assess the narrative. ● Once participants complete the worksheets, invite them to move around the room for 10 seconds while you play music. ● When the music stops, ask them to randomly find a partner. ● With this partner, share one of the transformative narratives you came up with. ● The partner should offer feedback: <ul style="list-style-type: none"> ○ Does this narrative get to a just transition? ● Then participants should mingle again and repeat the process with a new partner. <p style="text-align: right;">→</p>	<p>Flipchart paper Handout: Interrogating our Narratives</p>

TIME	ACTIVITIES	MATERIALS
	<p>DEBRIEF:</p> <ul style="list-style-type: none"> • What did this process teach us about just transitions? • How strong are our narratives? • If needed, ask: is there a group of people who are willing to work on proposing a set of transformative narratives for our work? 	
15 min	<p>Closing</p> <ul style="list-style-type: none"> • Have each person go around the room and share one transformative narrative that inspired them from the session today. 	



SUGGESTED NEXT STEPS (FOR FACILITATOR TO DECIDE)

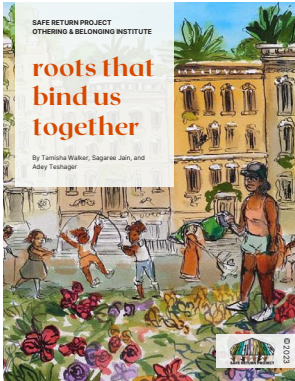
- 1 If you established a follow up committee for Narratives, plan to send an email with next steps for that group.



ADDITIONAL RESOURCES

Check out our additional resources, materials, and videos to support your journey.

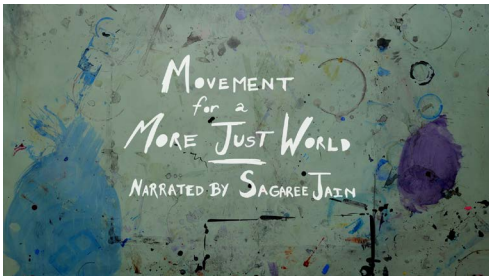
Companion Report & Landing Page



[Landing Page](#)

[Roots that Bind Us Together](#)

Videos



[Movement for a More Just World](#)

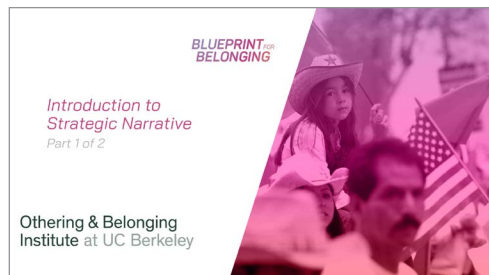


[Message from the Future: Years of Repair](#)

Companion Report



[Workshop Facilitator Guide](#)



[Workshop Slides](#)

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