

YOUNG PEOPLE'S JUST TRANSITION PROJECT

Documentation & Assessment



MAYPOP
COLLECTIVE
FOR
CLIMATE AND
ECONOMIC
JUSTICE
Philadelphia

SUMMER 2014

The Young People's Just Transition Project was a summer-long social justice organizing apprenticeship and training program conducted by the Maypop Collective for Climate and Economic Justice in Philadelphia, PA. The program paired eight Philadelphia-area college students and recent graduates with diverse social justice organizations in the city where they worked part-time throughout the summer. Participants also took part in a shared political education and co-mentorship program organized by the Maypop Collective, consisting of group study, peer-support, trainings and local events. The project brought together diverse participants with different social change experiences to share organizing skills and deepen our analysis. Through study, mutual support, and weaving together partner organization work, the program explored intersectional strategies for climate and economic justice centered on visions of a Just Transition.

This report was compiled by members of the Maypop Collective in November 2014, three months after the project's conclusion.

This report aims to do the following:

DOCUMENT the planning and implementation of the project

ASSESS the project's impact, especially on Philadelphia social justice forces and participants

SHARE vital lessons learned, takeaways, resources, and documents related to the project

The Maypop Collective for Climate and Economic Justice is an organizing collective in Philadelphia, PA working toward a just transition away from an extractive economy of exploitation and inequality to community-centered, clean-energy economies that take care of people and ecosystems. We met while campaigning for fossil fuel divestment at Swarthmore College with Swarthmore Mountain Justice. Since September 2013, we've worked with other social justice organizations in Philly and supported the national student fossil fuel divestment movement. We're searching for social justice solutions to the climate and economic crises, learning about movement building, and living in deep community. The Young People's Just Transition Project was our first project of its kind. We're grateful to our many mentors, peers, and communities for consulting with us, providing feedback, sharing facilitation skills and for the donors and funders who made the project possible.

Maypop members are Dinah DeWald, Sachie Hopkins-Hayakawa, Hannah Jones, William Lawrence, Zein Nakhoda, and Alexa Ross. To learn more about Maypop or about the project, please contact us at maypopcollective@riseup.net.

Young People's Just Transition Project

Tumblr: Participants and Maypop members documented key events and lessons on a shared blog throughout the summer

<http://justtransitionssummerproject.tumblr.com>

Zine: Participants created a collective zine filled with reflections and lessons from the project:

www.maypopcollective.org/YPJTP-Zine

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PROJECT DOCUMENTATION

Background

The Vision

During our early years organizing in the climate justice movement, summer calendars were filled with action camps, training summits, and large-scale mobilizations, often at sites of fossil fuel extraction and alongside frontline communities.¹ Taking advantage of student **activists' summer vacations, these mobilizations aimed** to bring large numbers of students to the frontline context and into escalated direct action, to deepen commitment to the work, build relationships outside campus settings, and network.

For Maypop, these summer flashpoints strengthened our commitment to climate justice. So in late 2013, we brainstormed potential mobilizations for the following summer. We initially envisioned hundreds of young people converging on sites of fossil fuel extraction to engage in mass trainings and civil disobedience, but after reflection we saw more need for deep relationship building, including tending to relationship with place.

We decided to ground our summer project in **Philadelphia, our home. Instead of going for “mass” we** scaled the project to prioritize substantial mentorship and tight-knit community building; the scale shifted from hundreds of students to under a dozen. The choice to center in Philly also meant shifting away from an exclusive focus on fossil fuel infrastructure and emissions. As we learned more about visions of a Just Transition², our understanding of the climate justice

movement we need broadened to include issues of migrant justice, healing and community health, and urban land use and access among others. Our recruitment likewise broadened beyond our immediate networks of fossil fuel divestment activists and environmental justice organizers. We reached out to students engaged in Palestinian solidarity, labor organizing, and queer/trans community building to collectively engage questions around Just Transition over the summer.

Through this process, we arrived at the **Young People's Just Transition Project (YPJTP). We're excited to share** the project and lessons learned, adding to ongoing movement conversation about leadership development, training, and climate justice strategy.

Where We're Coming From

As Maypop, we brought our alignment, ideology, and political assumptions to the YPJTP. We share them here for transparency and to shed light on decisions and purpose of the project. We also hope to continue dialogue around them as they evolve and grow.

¹ including Mountain Justice Summer, Fearless Summer, The March on Blair Mountain, Summer of Solidarity among others

² Just Transition is a framework used in parts of the labor movement and grassroots environmental justice groups to describe the cross-sector movement underway to transition away from an economy that

exploits land, labor, and people. Maypop was originally introduced to Just Transition through the Climate Justice Alliance (<http://www.ourpowercampaign.org/>) and the work of Movement Generation (<http://www.movementgeneration.org/>).

Climate Justice & Just Transition:

Beyond “greening” the economy, we believe a Just Transition demands we transform our relationships to the Earth, our labor, and each other. Climate justice extends beyond mitigating climate change (although that remains a crucial political struggle); it’s about restoring our relationships with each other and with the ecosystems that make all life possible. We echo **Movement Generation in understanding ‘social inequity as the root cause of ecological destruction.’**³ The **dominant “extractive economy,” built upon legacies of colonial and capitalist exploitation, turns social inequality and class hierarchy upon the Earth, destroying ways of life, culture, and ecosystems, making further exploitation possible.**

In turn, movement forces taking on the climate crisis must center racial and economic justice as both strategy and goal. In the United States, this means building and highlighting struggles of people of color, especially among Black, Latino, indigenous and undocumented immigrant communities, and aligning with poor and **working people’s organizations and struggles. It means confronting patriarchy and prioritizing leadership of women and others with marginalized gender identities, especially trans and gender non-conforming folks.**

Hybrid Strategies:

We’ve been inspired by organizers who hold diverse “theories of change,” organizing strategies, and approaches to social justice. We strive to acknowledge these diverse movement traditions and apply them in context, looking for opportunities for synergy rather than looking for dominance. **We’re inspired by the “resilience based organizing” of the Our Power Campaign**⁴, where communities are integrating parallel institution building with contests for political power. We believe the social and economic transformation we seek **will require both “building the new economy” from the grassroots and aligning forces to contest for political and economic power. Over the summer, we studied the**

³ Check out Gopal Dayaneni of Movement Generation sharing more here: http://www.youtube.com/watch?v=aL9R4CG1-U&feature=youtube_gdata_player

⁴ Our Power Campaign (<http://www.ourpowercampaign.org/campaign/>). Also check our more on ‘resilience based organizing’ from Movement Generation: <http://movementgeneration.org/our-work/movementbuilding-2/resiliencebasedorganizing/>.

Jackson-Kush Plan and the ways Cooperation Jackson and the Malcolm X Grassroots Movement weave electoral organizing, participatory democracy, and solidarity economy into joint strategy.⁵ We compared **“momentum-based” mobilization strategies with more “structure-based” community organizing and base-building traditions, reflecting on the interaction between the traditions and advantages of hybrid strategies.**⁶

Deep Relationship:

We believe developing supporting, caring, and accountable relationships are vital to the change we seek. Not only do deep relationships nourish us to continue **organizing work “out there”, but also allow for personal and collective transformation “in here.”** Cultivating practices of group- and self-support lets us access our full intelligence and collective vibrancy. We seek to practice and deepen our understanding of anti-oppression and collective liberation. This involves learning about and engaging how oppression and inequality manifest in our relationships, our communities, and our lived experience. It requires we honor our diverse identities and the diverse wisdoms **that they unlock. The systemic forces we’re up against seek to regulate, invisibilize, and exterminate identities and experiences they deem threatening or non-normative. Creating spaces that invite our “whole selves” and equip us with tools for exploring their full nature is essential.**

“We also brought our identities. The identities and experiences we hold within the six Maypop members also shaped the way we facilitated and organized the summer project. Four of us identify as white; two as mixed race, people of color – one as Indian American/South Asian and one as Japanese American. Two of us identify as queer; four of us as heterosexual. Four of us identify as women; two of us as cis-men. We also hold some identities in common – we all grew up middle class, are citizens born in the US, speak English as a first language, are recent graduates of a private college, and identify as able-bodied.” – Maypop Collective

⁵ Learn more about Malcolm X Grassroots Movement and Jackson-Kush Plan here: <https://mxgm.org/the-jackson-plan-a-struggle-for-self-determination-participatory-democracy-and-economic-justice/>. Also, check out Cooperation Jackson: <http://www.cooperationjackson.org/>

⁶ We pulled from and studied frameworks of “structure and momentum” – Check out this webinar from Paul Engler and Carlos Saavedra Diaz to learn more: https://www.youtube.com/watch?v=4VMYg_TnMXE

Planning

Project Goals

The Young People's Just Transition Project held goals for project participants, Philadelphia social justice forces, and the broader climate justice movement. The following are our goals and hopes **from the project's conception**. *Our assessment of the implementation can be found in the next section.*

Participants

Through participant's work with partner organizations and Maypop's training and political education program, we hoped participants would:

Deepen their commitments to social justice organizing and change work. This includes clarifying or finding one's role in the work, continuing organizing work after the summer, and developing practices and routines to prevent burnout, caring for whole selves, and making long-term commitment sustainable.

Develop relationships with each other and with partner organizations that extend beyond the project. We hoped participants would build relationships with each other to continue learning and supporting one another. We imagined that some participants would share their relationships with partner organizations with their campuses, acting as a bridge between student activism and campus resources at the service of the partner organization. We acknowledge that college students and campus resources are not always the most strategic or accountable to grassroots groups in the city, but appropriate forms of resource sharing and capacity lending might be navigated through one-on-one relationships built over the course of the summer.

Develop and strengthen strategic and visionary frameworks for social change. This includes gaining skills, practices, and tools, and exposure to diverse theories of change and orientations to organizing work, from each other, partner organizations, and political education.

Philadelphia social justice forces

We define "social justice forces" broadly here to include progressive and radical political bases, direct action campaigns, neighborhood organizations, and other projects working toward what we consider a Just Transition in Philadelphia. Profiles of Philadelphia organizations we worked with over the summer are on page 10. Our goals for Philly partner organizations included:

Provide direct support to existing social justice work in the city through participant partnerships. We planned for each participant in YPJTP to work part-time with a partner organization for the length of the project. Each partnership aimed to be responsive and accountable to partner organizations' needs and priorities.

Create opportunities for partner organizations to build relationships. By having a cohort participate in political action across different struggles and contexts and through shared events, we believed opportunities might arise for Philadelphia groups and organizers to build new relationships.

Share environmental justice and ecological analysis with existing forces. Through participants' partnerships and project gatherings, we hoped alignment around Just Transition might be shared with Philly groups, including analysis of global climate change, environmental justice, and resilience based organizing.

Climate Justice & Environmental Movements

We aimed for YPJTP to model intersectional climate justice in its vision and implementation, especially the incorporation of diverse social justice struggles, the use of experiential learning that invited participants' "whole selves," and the use of Just Transition frameworks. We also hoped to gain experiences, stories, and relationships ourselves to bring to our work in climate justice spaces.

Recruiting Participants

In early February 2013, we began reaching out to student activists we knew at Swarthmore, University of Pennsylvania, Haverford and Bryn Mawr to gauge interest in YPJTP. We chose selective outreach because we aimed to support a relatively small number of people, and committed to recruiting participants from diverse economic backgrounds, different schools, and with significant representation of people of color. We had an internal goal that at least half the group would be people of color, and less than a third from Swarthmore (which we all attended). We started outreach early because students often plan summers far in advance, and to take **advantage of college “social activism” internship programs that could help pay for students’ involvement.** Because of our numerous contacts as alums, we had an in-person interest meeting at Swarthmore and identified interested students with enough time to apply for funding there.

At UPenn, Haverford and Bryn Mawr, we relied on students and professors we knew to send information out to activist lists and other students. We reached out to students at Temple, Drexel, and Philadelphia University, **but because we didn’t have contacts at these schools, the process was more challenging.** We tried identifying social justice groups on campus, finding contact information and sending information out to them. Because this process yielded few results, we ended up have no participants from public universities, which we consider a missed opportunity.

To **learn more about people’s** backgrounds and motivations for taking part in the project, we invited interested students to fill out an application form (see full application questions in Appendix 1, pg 28). After the application deadline (end of March), we had one-on-one meetings with the applicants to better understand their organizing goals, experience, and openness to experiencing all parts of the program we had planned. Maypop had several meetings to decide who would be invited to take part in the program based both on individual fit and the dynamics within the group as a whole. We decided on 8 individuals for the program.

Determining Financial Need and Stipends

We made a commitment to cover living expenses and other financial needs of participants. This way, participants could devote full time to the program and could pursue unpaid intern and volunteer work with their preferred partner organization. Living stipends made the program more accessible to people from poor and working-class backgrounds and with financial insecurity.

Because we had a limited budget and participants had diverse financial situations (some participants received grant-funding from their colleges and universities, for example), stipend amounts were determined on an individual basis by need. We worked with participants individually to determine financial need, first asking them to prepare budgets for living expenses and then consulting about the final amounts. Throughout the summer, we were open to participants re-evaluating the amounts if they found they had under-estimated any costs. Ultimately, we were able to meet the full stated needs of all participants.

We divided the summer stipends into three portions and distributed checks at the beginning of each month. At the end of the project, we paid each participant a rough estimate of necessary tax based on stipend amount, knowing that they would likely have to pay taxes on the stipends at the end of the year.

Partner Organization Outreach

In February 2013, we also began outreach to partner organizations. We prioritized grassroots organizations with radical and progressive politics working on systemic root causes of social injustice. We hoped to place participants with diverse organizations and approaches to social change, so these varied experiences might be put into conversation during the program.

We know that for some organizations, managing an intern can take more work than it provides in extra capacity. We also know that some internships can lead to **busy work with little contact with staff.** While it’s absolutely necessary for young people to learn the value

Fundraising

of important grunt work like making fliers and entering data, we also wanted participants to experience mentorship and skill-building. When talking to organizations, we looked for whether they 1) were interested and had capacity to mentor a young person for up to 20hrs/week, and 2) would offer skills and support for the participants in the program.

We started with organizations where we had existing relationships, but found it hard to confirm without host organizations knowing who or what skills the potential intern would offer. We tried to confirm host organizations before or at the same time as confirming participants, but it ended up making more sense to look **for organizations based off individual participant's** interests and goals. It helped to set up meetings between the participant, a Maypop member, and potential partner organizations to see if placements would be a good fit. This process introduced us to a lot of great organizations and organizers!

“One participant told me her earliest experience of feeling supported in this project was when I was helping her sort out which organizations we would approach for her apprenticeship. It was also through this process that I felt Maypop’s knowledge of the social justice landscape in Philly - information and relationships that only come with time - really being leveraged to find meaningful partnerships for both participants and organizations.” – Alexa, Maypop

After assembling a budget at the beginning of the summer, we set a fundraising goal of about \$64,000 for the project. We planned to raise \$20,000 from individual donors through our friends, family, their networks, and contacts in the climate justice movement. Most of these donations came from large donors (at least \$100 contribution). We planned to raise \$10,000 from an Indiegogo crowd-funding campaign, which included a **video featuring our participants and “perks” for donors.** We also applied for several grants, and received \$30,000 from the Chorus Foundation.

We found, in research and through experience, that personal relationship is the most important factor in fundraising. We each reached out personally to anyone in our networks we believed could and would want to support the project. We sent emails to set up personal phone calls or met in person when possible to ask for **larger “staple” donations. For the Indiegogo campaign** we made calls to our friends and contacts who had not yet given, and kept a constant social media presence about the Indiegogo. We also asked participants to send the Indiegogo to their networks, if they were comfortable doing so.

Overall, we raised \$50,206.00 through private donors, an Indiegogo crowdfunding campaign, and grants (see our full budget, including project expenses in Appendix 9, pg 53).

Implementation

Participants

Project participants included eight students and recent graduates from private colleges around the Philadelphia area, including Swarthmore College (2), Bryn Mawr College (3), and University of Pennsylvania (3), ranging between 19 and 22 years old. The average age of the participants was 21. The group was majority women of color and with majority holding queer/trans identities. No participants identified as cis-male.

The word cloud below represents identities participants indicated they brought to the project.

Participants also brought diverse organizing experiences, including student labor organizing, direct action campaigning, radical Jewish summer camp, arts and cultural organizing, popular education, and social advocacy work, among others. While participants shared commitments to social justice, radical, and progressive politics, they brought different levels of experience organizing and understandings of how to make change.

Only a few participants had experience with ecological justice and climate change politics before the program. We actively recruited for organizers outside “environmental movement” spaces to explore collectively how ecological justice strategies relate to racial and economic justice work. *Participants bios and reflections from YPJTP can be found in the project final zine: maypopcollective.org/YPJTP-Zine.*

“While this was not an explicit intention in the organization of the project, the majority of participants in the program held some form of queer identity. For me as a queer woman of color, this dynamic opened up space to bring more parts of my whole self into our shared spaces. For so many of us, queer or otherwise, queer community has been a force in the way that we approach organizing work, healing, and movement building. Holding space together for queerness, gender expression, and chosen family became a vital part of our sense of community.” – Sachie, Maypop



Partner Organizations

Each participant worked with a local social justice “partner organization” in the Philadelphia area where they worked an average of 16 hours a week as volunteers, interns, and organizing apprentices. Partner organizations were determined in consultation with participant learning goals, skill sets, and interests. Maypop aimed to work with organizations with diverse theories of change and entry-points to the work to serve as examples of work in the project’s political education and training components.

Partner Organization Profiles

Youth Art & Self-Empowerment Project (YASP)

The Youth Art & Self-Empowerment Project (YASP) is building a youth-led movement to stop mass incarceration by ending the practice of automatically trying and incarcerating young people as adults. Through its work in the Philadelphia jails, YASP provides space for incarcerated young people to express themselves creatively and to develop as leaders both within and beyond the prison walls. For more information, go to www.yasproject.com.

Serenity House

Serenity House is a community-building and healing center in North Philadelphia. The House supports Spirituality and Holistic Healing Ministries such as women’s and men’s support groups, Bible studies, book and film discussions, exercise and stress management sessions, and the development of a Serenity Garden. For more information, go to <http://archstreetumc.org/what-we-do/ministry/serenity-house/>.

New Sanctuary Movement

New Sanctuary Movement of Philadelphia is an interfaith, multicultural immigrant justice organization working with communities across faith, ethnicity, and class to end injustices against immigrants, regardless of status. NSM builds an interfaith, multicultural community to express radical welcome for all and ensure that values of dignity, justice and hospitality are lived out in practice and upheld in policy. For more information, go to www.sanctuaryphiladelphia.org.

Women’s Community Revitalization Project (WCRP) The Women’s Community Revitalization Project is committed to social and economic equity for low-income women and their families. We develop

housing; provide supportive services; advocate for policy change; and honor leadership, dignity, and justice in our communities. For more information, go to www.wcrpphila.org.

Art Factory

Art Factory, a project of the Norris Square Neighborhood Project, serves youth ages 14 to 20, using arts instruction, self-expression, youth leadership, social justice collaborations, and professional development to build job and life skills, and to create a pipeline to the creative economy. For more information, go to <http://www.myneighborhoodproject.org/site/en/youth-programs/art-factory>.

Youth United for Change (YUC)

Youth United for Change (YUC) is a youth-led, democratic organization made up of youth of color and working class communities, with the “people” and political power to hold school officials and government accountable to meeting the educational needs of Philadelphia public school students. This is done through a process of school/community-based organizing where a diverse group of youth come together, identify common concerns in their schools/community and act collectively on their own behalf to create strategies for whole school reforms in the Philadelphia Public School System that better meet the needs of youth of color and working class communities. For more information, go to www.youthunitedforchange.org.

Earth Quaker Action Team

Earth Quaker Action Team is a grassroots, nonviolent social action group founded by Quakers and inclusive of people of all faiths or no faith, who join with millions of people around the world fighting for our threatened planet. Their current campaign is Bank Like Appalachia Matters -- a strategic effort to get PNC Bank out of the business of financing mountaintop removal coal mining. For more information, go to www.eqat.org.

Media Mobilizing Project (MMP)

MMP exists to build a media, education and organizing infrastructure that will cohere and amplify the growing movement to end poverty. MMP uses media to organize poor and working people to tell our stories to each other and the world, disrupting the stereotypes and structures that keep our communities divided. For more information, go to www.mediamobilizingproject.org.

Building Containers for Community

We believed participants would engage more fully and learn most when they felt safe stepping outside comfort zones, had a hand in shaping the program, and were able to learn from each other. So we sought every opportunity to build relationships and invite feedback and participation on project planning. For example, we **would often open spaces with “check-ins,” asking people** to share something from their day and how they were feeling. We used games and activities to bring silliness and fun into meetings. We invited participants to help facilitate and plan aspects of the project from the beginning to bridge the divide between Maypop **members and participants and incorporate participants’** needs and priorities.

We launched the project with a two-day opening retreat to get to know each other, share expectations and intentions, and design elements of the summer together. **We did activities to learn about each other’s identities** and backgrounds, including what kind of social change work they were engaged in. Participants shared learning goals and hopes for the project and were invited to join Maypop members in planning and facilitating certain pieces.

Support Meetings

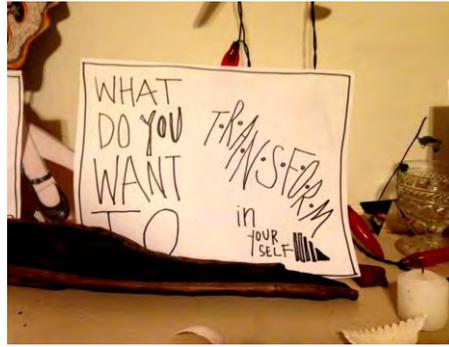
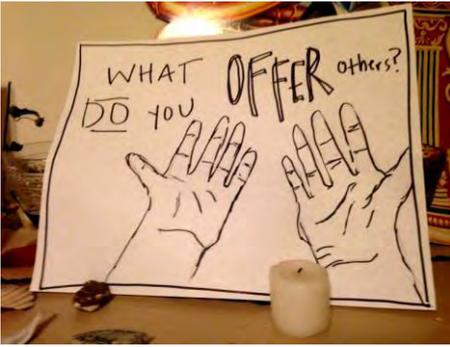
Support Meetings were weekly 2-hour gatherings dedicated to emotional support and mutual aid. As Maypop thought about the kind of experience we wanted to create for participants, we identified our practice of caring for one another as an essential element of our political community. It is through this care and support that each of us is able to begin healing from oppression, process the despair we encounter in this work, and build deep relationships that are the bedrock of transformational movements.

One Maypop member grew the vision for Support Meetings pulling on Maypop’s **peer**-support tool box, including re-evaluation counseling and talking circles. The first few Support Meetings had two main goals: (1) to give the group light experience with various mutual aid practices to gauge receptiveness and (2) to invite ownership over the space by exploring the skills and experiences of participants and developing goals for the space.

We arrived at the following goals:



Second day of our opening retreat; getting to know each other and shaping the summer



Support meeting activity prompts

- Explore, gain experiences in, and build our skills in mutual aid given our specific context as a group of people without a deep history but who are engaged in political work together.
- Create a space for processing experiences “doing the work”, which could mean dealing with hard questions, feelings, healing, despair, and self-criticism. In the process, we will support each individual while also locating lessons we can collectively learn from.
- Create a space that values diverse understandings of care and support.
- Create a space that is a haven for our whole selves- but that also recognizes there is risk in vulnerability, so we do not expect immunity from discomfort (we may even welcome it at times).
- Create a flexible space that works for the differing needs of those present all at once when possible, but is able to shift to accommodate and to prioritize different needs at different times.
- Develop an understanding of the role of support in movement work.

By the third meeting, two participants with a special interest in the Support element of the program joined the Maypop member as Support Meeting facilitators. With the goals above as a compass, we experimented with a range of group practices, rituals, and tools for taking care of ourselves and the group. Activities included arts based healing, formal peer counseling, exploring the power of song with a local faith leader, and small group sharing about experiences with partner organizations.

A weekly overview of support meetings activities and example agenda can be found in Appendix 2 (pg 29) and Appendix 3 (pg 34), respectively.

Support Meeting Feedback

We heard lots of positive feedback on the support meetings; the space was vital and very important for participants during the summer and in their further work. Some participants found the meetings too structured. For example, some participants were challenged by large-group personal sharing and preferred more small-group and informal spaces.

“I really loved the opening go-around and hearing what people were bringing to the space. I think I enjoyed the sessions the most when they were more free form - like when we spent time making art.” – Participant

“The fact that the support space existed at all was important to my development. It gave me a platform to consider the role of group culture, healing, resilience, etc. in the work. It also prompted me to think about the role that introspection plays in organizing style.” -Participant

“I love that we did such a variety of exercises that allows people to share deeply in front of a group - not just sharing with words. Sharing with words feels like it’s too much sometimes and I’m glad it didn’t happen all the time.” - Participant

“I tend to underestimate the need for emotional care in my own work, but this experienced reinforced the importance of building in these structures so they’ll be there when we need them most.” – Will, Maypop

Study Meetings

Participants spent weekly study meetings discussing organizing theory and history and doing experiential learning activities. Participants rotated shared facilitation with Maypop members to gain skills in experiential group facilitation. The curriculum included roots of the economic and ecological crisis, the role of healing and emotional organizing, strategies for contesting for power and target-based action campaigns, the role of alternative and prefigurative institutions, and cultural organizing and arts-based social change.

Weekly study themes were chosen by Maypop, but each **week's facilitator pair finalized the readings for their week's theme. Each week's curriculum aimed to incorporate three "threads"** – underlying perspectives and analysis that we believed should ground the summer study. These threads were:

women/queer people of color feminisms: honoring how identity and our positions in society impact how we make meaning, experience the world, and approach social change; understanding how our various identities, privileges, and oppressions intersect and manifest themselves in whole selves; learning about the strength of diversity and power of community-building.

class analysis & social inequality: understanding structural oppressions of class hierarchy and social inequality; learning from anti-capitalist, anti-imperialist, and anti-racist lenses and visions.

grounding in Philadelphia: incorporating lessons and case studies from Philadelphia, both historical and contemporary; invite local organizers and movement elders to share lessons and stories

Maypop members facilitated the first three weeks of study focused on ecological crises and strategies for climate justice. We started with climate change, ecological transition, and how these shifts exacerbate existing oppressive systems. Then, we looked at diverse political responses to ecological crisis among Left and progressive forces, ultimately landing on visions of **"just transition" and ongoing grassroots climate justice organizing.**

In study meetings, we strove to engage readings analytically while also inviting personal stories, experiences, and contexts into the room. The full study curriculum and an example study meeting agenda can be found in Appendix 4 (pg 35) and Appendix 5 (pg 40), respectively.



Study meeting at a participant's house

Study Meeting Feedback

Participants found the study meetings very important to their summer experience, where they gained facilitation skills and learned concepts, theories, and histories applicable to their work beyond the summer. Many appreciated the experiential learning approach, especially visual learning activities. The number one feedback from participants about study meetings was that they would have preferred less breadth in curriculum and more depth. With so many readings, participants had difficulty fully digesting the material. **Also, adherence to the curriculum “threads” became less strict as the summer progressed; the “Philadelphia” thread especially was poorly incorporated in many weeks.** We would have loved to incorporate participants partner organization work more and invited more Philly-based organizers to visit to share their work and analyses.

“I found the readings to be really excellent and the breadth of tools used to facilitate was really great. I think it would have been nice to go deeper in to the readings.” - Participant

“The diversity of methods was really helpful in the study space... I liked that the curriculum included an array of mediums. The healing and emotional support meeting was rad, as was the first week of ‘the fight’. I also liked the arts one.” - Participant

“The study spaces changed my politics the most. Though I sometimes resisted the theory, it opened my eyes to how to do the organizing work. My politics were made much more radical by this summer... Being so much in the same space as so many of you and learning from all of you. I am now firmly a woman of color in ways that I wasn’t before.” - Participant

“We had one study meeting we call the “stormy meeting.” Facilitators led us in our first activities, but before long the group started to storm. Some participants expressed difficulty relating to the discussion. Others felt overwhelmed or agitated. The energy of the room plummeted; some underlying conflict was keeping us from learning. Instead of continuing with the agenda, facilitators said, “we notice some tension in the room, so let’s explore what’s going on.” We broke into pairs to reflect and share how we were feeling, then came back to discuss as a large group. Through our discussion, folks shared beliefs they held about themselves, the value of study, and about the group. Since that week’s readings were a little more theoretical, we focused the next week on personal stories and experiences to reground our study in our own lives and work. We also devoted time in the next support meeting to dig deeper into people’s reflections.” - Zein, Maypop

Pop-up Events

In addition to study and support meetings, Maypop organized and promoted various events for YPJTP participants. Some included YPJTP-specific events such as teach-ins from ally organizations on their work, skills shares, and “field trips” to parts of the city. Others were ongoing events and social actions in the city, including city council hearings, direct actions, and panel discussions.

For the 45 pop-up events Maypop and participants recruited for over the summer, participants attended 55% in June, 73% in July and 82% in August. On average, there were about 3 participants at each attended pop-up event.

Sample list of pop-up events:

- June 9: Philadelphia Coalition Advocating for Public Schools Rally
- June 12-14: Trans Health Conference
- June 12: Leeway Foundation Trans Literary Salon
- June 17: Philadelphia-Area Cooperative Alliance, “The Solidarity Economy” Panel
- June 18: Labor and Climate Justice panel
- June 20: Breaking Clean: Stories from an Appalachian Coal Family
- June 28: New Sanctuary Movement, Action to End Deportations

- July 3: Earth Quaker Action Team, Action spotlighting PNC Bank at the Friends General Conference in Pittsburgh
- July 12: Serenity House Community Cafe
- July 18: New Sanctuary Movement, Counter-Protest at the Mexican Consulate
- July 20: Unite HERE!, Action to support unionization at Sugarhouse Casino
- July 25: Door-knocking with the Youth Arts and Self-Empowerment Project
- July 30: Story-based Strategy Training

- August 1: Unite HERE!, Picket to support workers at Radisson Hotel
- August 1: PCAPS Rally against public school budget cuts **outside Gov. Corbett's office**
- August 4: Point Breeze Organizing Committee workshop on community organizing against gentrification
- August 8: Jewish Voice for Peace, Palestine Solidarity action
- August 8: **Art Factory's end-of-summer film screening**
- August 11: Canvassing for "Education Voter" pledges with PCAPS at Serenity House**
- August 15: YPJTP Community Banquet
- August 16: Earth Quaker Action Team, PNC Bank Branch action



Fermentation skill-share

Showing Up

We actively encouraged everyone (Maypop and participants) to send open invitations to actions and rallies, film screenings, workshops, and canvassing events. Many participants told us that the expectation of **“showing up” for organizations, even to events that were outside their usual scene, pushed them to experience and grow their respect for different styles of organizing.** In addition to turning out to events, **“showing up” for Maypop is about carrying oneself with respect and initiating relationship with other organizers - a skill that has been vital to us as new, young organizers that we hoped to impart on participants. And we didn't just value showing up for organizations, but for each other: birthdays, parties, events we had planned—we showed up to affirm and support each other.**

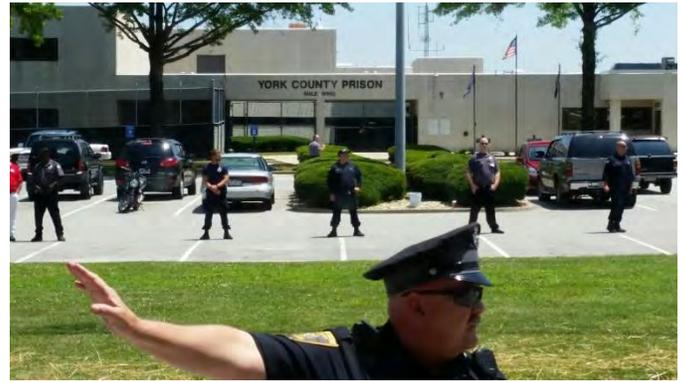


UNITE HERE! picket at the Radisson Hotel

“One of our pop-up events was an action with the New Sanctuary Movement as part of a national day of action to pressure Obama on immigration reform. One of the YPJTP participants helped organize the action. We took a bus out to the York County Prison, which houses incarcerated people and undocumented detainees. The NSM contingent was a mixture of people who are affected by deportations in some way, as well as members of the faith communities NSM works with.

There were about 150 people at the rally, listening to stories about family members being detained or deported, families being torn apart. After that, we walked over to the wing of the prison where detainees were being held. We walked right up to the fence - probably 10 yards away from the building where people were being held. All the windows were covered so we couldn't see anything, but we chanted anyway. We chanted and sang, and said together, "No estan solos" (you are not alone).

For so many people who showed up, the action seemed to be a moment of healing and of feeling powerful in the face of severe oppression. Experiencing this so viscerally brought life to our ongoing conversations about bridging organizing traditions. In the fight for migrant justice, concrete wins that keep families together are vital, but we also know that moments of healing and unity are equally vital. How can we build movements that value and center both of those elements?” – Hannah, Maypop



Communications

Over the course of the summer, Sachie and two participants organized and maintained a communications program. We believed that using different storytelling tools and strategies would give life to the program for those who were not directly involved. Additionally, we saw the communications project to be a way to create an institutional history of the project so that we could look back and trace its evolution over the three months. Finally, the practice of storytelling challenged us to share our work in ways that made sense to lots of different audiences. In particular, those audiences were Philadelphia-based friends and organizational partners, people who donated to support the **program, participants' families, and other students** and young people.

Tumblr: For our online platform, we used a tumblr page, where participants and Maypop members could post photos, videos, and short blurbs about new experiences they were having. We conceptualized the tumblr as a collage or scrapbook, where we wove together different pieces of the total summer experience.

Newsletter: We sent out three newsletters over the course of the summer to project donors and our broader network of support. Through these newsletters we condensed a lot of the media content that was being produced into a sort of highlight reel. This offered us the opportunity to reflect back the work that was being done and the connections that were being made.

Zine: As a culminating storytelling project, participants in the project each developed a submission for a shared **zine. The “editorial board” was composed of both** Maypop members and program participants. We asked each participant to submit three ideas for possible zine submissions and then we came up with a holistic blueprint that balanced themes and presentation. One participant put together a activist songbook, another drew a map of concepts and significant locations over the summer, a third reflected on the relationship between the program and her union organizing. The confluence of **everyone's reflections made for powerful documentation** of the learning and growth that happened over the summer. The zine can be downloaded here:

<http://maypopcollective.org/YPJTP-Zine/>

Community Banquet

At the beginning of the project, we had hoped to organize 1-2 community meetings inviting all participants, Maypop members, and partner organizations to come together and discuss how their work overlaps and prospects for working together. As we got further into the project, we realized that not only would that take far **more capacity than originally planned, it wasn't really** serving the current position and needs of our community partners.

Instead, we held a community banquet at the end of the project to 1) celebrate the work of the partner organizations and our participants, 2) offer a space to build (or continue to build) relationships between the partner organizations, and 3) share our framework of a **“Just Transition” to the partner organizations. One of** the partner organizations, the Norris Square Neighborhood Project, allowed us to use one of their beautiful community gardens to host the event, and participants and Maypop members cooked together a potluck-style meal. We began with an introduction from a member of Norris Square Neighborhood Project telling the story of the garden, then two Maypop members spoke about the project and the meaning of Just Transition, followed by speeches from four of the participants (transcripts from participants speeches can be found in Appendix 7, pg 42). After that, the night was open for socializing, eating, and dancing!

Maypop Member Roles

We had two full-time organizers working on the summer project, 3 working part-time, and 1 working around quarter-time. We divided responsibilities into five roles: Logistics (including spaces, food, and finances), Support space coordinator, Study space coordinator, pop-up events coordinator, and media-communications coordinator. Also, each Maypop member was paired with **a participant as “buddies” to check in one-on-one** over the summer and share feedback.



Community Banquet



IMPACT ASSESSMENT

The impact and outcomes of the project were evaluated through interviews with partner organization representatives, exit interviews with participants after the project conclusion, and written evaluation forms from participants. Main takeaways and feedback are summarized here. (Portions of the evaluation responses are in Appendix 8, pg 46).

Impact on Participants

Commitment to social change work

All participants indicated a strengthened commitment to social change work; many expressed having a stronger commitment to organizing in the Philadelphia area. Participants were both pushed out of their comfort zone in work with partner organizations and through **Maypop's training program and supported to process and learn from new experiences** in ways that deepened skills, relationships, and commitment to similar work over the long-haul.

For many, the experience of engaging social change work through supportive community was a new and clarifying experience. Participants indicated increased focus, clarity on their political priorities, and understanding of their role in social change work after the program.

"This summer has reinvigorated my commitment to centering my life around a just path and given me the tools and exposure I need to make that a possibility for myself." - Participant

Relationships between participant and partner organizations

Most participants had intentions or made plans to continue work with their partner organizations beyond the program. All graduates have remained in the area to pursue social justice work of different kinds, while returning students have kept their commitments to campus organizing. Several participants maintained formal intern and volunteer positions with their organizations. One has applied to a paid position at their organization. One participant is formally interning with organization they experienced at a Pop-up event.

While many students have maintained individual **relationships with partner organizations, we're unaware of any broader collaboration between participants'** student groups and Philly organizations. In retrospect, we could have facilitated more intentional discussion and activity to workshop and strategize these partnerships; campus and Philly collaborations after the program were not explicitly addressed during the project.



Art Factory

"I was learning how to do one-to-one leadership development half the day, but also highly included in larger vision stuff (planning for coalition meetings, sitting in on steering committee meetings, etc.) during the other half of the day..."

The expectations were pretty clear going in for me because we outlined the projects I would be helping out with before I started the internship. These included: door-knocking for a zoning change to be able to build affordable housing in Germantown, conducting Listening Project interviews to build cross-organizational capacity in Germantown and to gauge whether this would be a good neighborhood for WCRP, investigating different policies for the Development without Displacement campaign, making millions of flipcharts...I most value the level of access they gave me, which allowed me to internalize their organizing style and logic, which I really respect.

I think Maypop also could have offered participants more of a framework for how to choose a partner org. Maybe something along the lines of a survey (the types of skills you want to build, the organizational tone, etc.)" - Participant

Relationships between participants and with Maypop

Many participants name connection and affinity with others in the program as a highlight and source of learning. All participants stated a desire to continue relationships with other participants and Maypop members. Overall, participants perceived others to be affirming and supportive. At the conclusion of the program, participants decided to hold monthly gatherings to stay in contact, incubate shared projects, and continue co-learning. They also initiated a buddy system to continue structures of support.

Political Education and Skill Building



Participants gained skills and practices they believed would apply to their work beyond the summer. Study curriculum, support meetings, work with partner organizations, and pop-up events all contributed to **participants' political education.**

The opportunities to facilitate support and study meetings were rewarding for many participants, although they mentioned that there could have been more thorough training and skill-sharing around facilitation.

Tensions between participants' diverse theories of change and experience levels became most acute during study meetings. While many participants felt this as a challenge during the program, in exit interviews they expressed being grateful for the chance to engage with **people they wouldn't have on their own.** Through this co-learning and debate, participants taught each other a great amount.

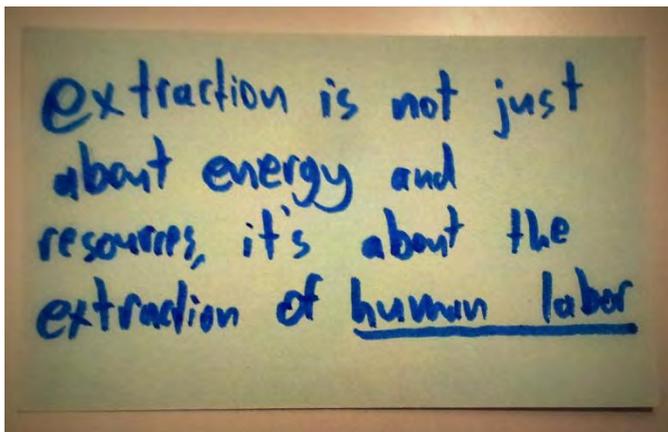
After the program, many participants felt that the Just Transition framework was relevant and useful to their work, even if many were still in the midst of understanding **Maypop's alignment around the concept.** All participants left the program with a deeper understanding of the ecological crisis and a shared belief that ecological justice is essential to the broad struggle for social justice. For some participants, YPJTP was their introduction to environmental justice politics – for others it reinvigorated a prior commitment to environmental justice. For some that joined the project with an environmental politic already, the social justice lens of Just Transition was eye-opening; some reported feeling more drawn to racial and economic justice work than environmental justice after the summer.

All participants left the project with a deeper understanding of the role of support, healing, and emotion and an intention to apply skills for support and care in their own work. Many participants stated that these lessons and frameworks were the most important to them coming out of the summer. The quality and centering of deep relationships felt new to many participants and modeled the relationships they hope to pursue in their organizing.

"I am so excited to exist in community with such incredible people - and appreciate so much the entire summer. I also appreciate the beautiful diversity and strength of character of participants in the program." - Participant

"I think the thing that I appreciated most was how so many members of Maypop took a personal interest in my life, how I was doing, what I was thinking, etc. I always felt supported (even when I sometimes had to miss meetings!), and also felt like you guys are a pretty inspirational group" - Participant.

"After a few weeks, and before or without me knowing--it was like immediately having over twice as many people in my family. We ate together, sang together, opened our houses to each other, celebrated each others' birthdays, learned each others' tender spots and places of strength. And months after the program ended--almost as far from the end as the length of the project itself--we still all gather together, and come to each others' celebrations across city suburbs and busy lives." Dinah, Maypop



Reflection card from first weeks of collective study.

“My favorite week was probably Week 4, the first week of the ‘The Fight’. All of these readings about how to do strategy were great. I think strategy is very much held up as a natural ability, and it’s always something I’ve felt lacking in. It was relieving to have strategy treated as a skill in this program, and something that we could all learn, and furthermore, that we didn’t have to agree on.

I feel like I became so much more embodied through this program! Like, aware of/responsive to my physical body.” - Participant

Impact on Philadelphia

Direct support to existing social justice forces

Participants provided direct support to partner organizations by coordinating direct action logistics, leading youth workshops, door-knocking, assisting with office work, event planning and outreach, among other roles and tasks. Overall, YPJTP contributed about 130 collective hours a week to grassroots organizations in Philadelphia, with each participant spending an average of 16 hours/week, from early June to the end of August 2014.

Some organizations had existing programs, cultures, and expectations for working with interns and volunteers. They expressed to us the difficulty in investing in “transient” organizers who may only be part of the organization for a short time, but were able to develop clear expectations and roles for participants of the YPJTP. Organizations newer at managing short-term interns experienced some of these difficulties first hand, including challenges in assigning participants with appropriate tasks and establishing shared expectations. Some participants were in explicit leadership positions where they initiated specific programs within the organization.

Door-knocking with Youth Art & Self-Empowerment Project, working to repeal Act 33, which allows youth under 18 to be automatically tried as adults for a number of crimes in Pennsylvania.





Joint canvass with Philadelphia Coalition Advocating for Public Schools and Serenity House

"It didn't end up making sense to have a program participant apprenticing with the Philadelphia Coalition Advocating Public Schools (PCAPS), but we supported participants to stay engaged with the key fight for Philly's schools by practicing the skill of learning as you lend capacity. We offered to support the PCAPS canvassing campaign by organizing a canvass in the neighborhood of Nora's partner organization, Serenity House. By arranging to host the canvassing training at Serenity House, we facilitated a collaboration between these two very different and very powerful groups who previously had not known of each other. Through outreach for the canvass and logistical organizing, we lent meaningful capacity to PCAPS ongoing work and at the same time met Nora's goal of getting to know the Serenity House neighborhood better." —Alexa, Maypop

Relationships between partner organizations

Few formal relationships or connections were made between partner organizations over the summer. While it was in our original vision to organize community events throughout the summer for partner organizations, no explicit events were convened prior to the Community Banquet at the end of the project, where representatives from partner organizers did have a chance to meet and briefly share their work.

While choosing to work with partner organizations with diverse theories of change benefited training and education parts of the project, it limited the degree to which organizations could build relationships with each other.

A different approach would have been to choose partner organizations that are already working to build alignment and shared political program. Having participants partnered with such a set of organizations would be more conducive to connecting partner organizations with each other.

Share environmental justice and ecological analysis with existing forces.

It's unclear the extent to which participants channeled the ecological analysis of the project with partner organizations, if at all. Partner organization needs and priorities took precedent in each case, and there were not explicit or facilitated steps taken to share ecological politics or Just Transition alignments with partner organizations.

Impact on Climate Justice Movements

It's unclear at the time of this document what impact YPJTP has on climate justice and environmental movements. Storytelling the project and sharing lessons learned will be one way to continue impact on these movements after the project has ended.



Fermentation skill-share with participants

LESSONS LEARNED

Co-learning while building relationships

Throughout the summer, Maypop invited participants to co-facilitate study meetings, support meetings, and other events. Participants overwhelmingly agreed that the chance to act as facilitators allowed them to build their skills, determine the course of their own learning and growth, and feel ownership over the project. Many participants requested more training and practice in this skill, a factor they said made a world of the difference between the YPJTP and other organizing spaces they have been in. For future programs of this kind, we would consider holding a facilitation training at the beginning of the program and creating opportunities to incorporate **feedback on participant's facilitation style**.

While we primarily considered backgrounds in higher education a form of shared privilege among the group, we wish we had created more opportunities for participants to reflect on these experiences and identify challenges and traumas associated with campus learning and organizing. Learning from where each of us was entering a new study community would have helped facilitators and planners.

Informal hangouts outside of formal spaces, including parties, cooking, and dinners, were vital to building more horizontal relationships among participants and Maypop members.

"One of the things I liked most was the experience of facilitating! I felt like I was learning a skill that I hadn't got down before."
- Participant

"I really appreciated the rotating facilitation and all the different facilitation experiments. I liked the weeks on healing and cultural work best."
- Participant



Story-based strategy workshop

Partner Organizations

Overall, we overestimated the amount partner organizations might build relationships through work with project participants. We prioritized individual participant interests and diversity of social justice work of organizations to support our learning.

A different approach would have been to choose partner organizations already in the process of building alignment with shared constituency, political goals, or strategy. In this context, partner organizations have a greater interest in building relationships through project participants. Summer initiatives and partnerships could have more directly served the needs of partner organizations.

Building Spaces for Support

One of the most common reflections from participants was how important support, relationship, and healing were to their overall experience of the program. The lesson here feels clear: there is immense power in containers like the YPJTP to help re-define relationship **in ways that aren't** often provided for us. We believe the **extractive economy we're** fighting wreaks devastation in our communities, relationships, and selves as much as on our wetlands, streams, and mountains. We must organize our movements in a way that affirms the fractal nature, as Adrienne Maree Brown would say, of oppression and liberation- our commitment to creating life-affirming energy systems must include a daily commitment to life-affirming organizing spaces.



"I liked being able to go from work to the support spaces on Tuesday evenings--it felt is some ways like coming back to a family, and it was really reassuring to feel that way." - Participant

"I do really appreciate that Maypop members made big efforts to attend events, to lend themselves in support, and to be real humans investing in relationships with each of us." - Participant

Among participants, there wasn't as much sharing about partner organization work as we expected. We imagined work with partner organizations, including challenges, strategic questions, and technical needs, would emerge organically in project spaces. While it occurred to a degree, we would have facilitated more explicit ways for participants to incorporate their partner organization work into shared learning spaces.

Convening a People of Color Caucus

At the beginning of the project, we invited participants to self-organize small groups or caucuses at any point in the project. Rather than organizing them ourselves as Maypop members, we thought it would be better for participants to initiate depending on their needs and experiences of the group. We prepared as facilitators to support conflicts in the group and act as resources.

We learned many (but not all) participants of color would have preferred we organize a POC caucus early in **the project, noting that some participants didn't have** experience convening a caucus. Having a dedicated space to center identities around race and ethnicity would have helped participants and Maypop members of color build relationships and identify ways they could support each other in ways that were difficult in the large group.

Overall, we could have more explicitly centered race early in the program, including identifying the majority whiteness of Maypop and the strong mixed-race presence of the whole group in addition to caucuses. We would have **"named more upfront,"** rather than **"letting it emerge"** among the group.

Experiential Learning

In facilitating group spaces, we used activities that allowed participants to learn through doing. We created agendas that required moving our bodies, writing or creating visual art, drawing from personal experience and stories, and breaking into smaller groups to more **deeply explore each person's opinions and questions.** Because this facilitation style seeks to serve many different styles of learning, participants found it rewarding in a way that academic or strictly discussion-based meetings can fail to be.

“One participant spoke to me about his experience with relationship- and community-building in the program. The program’s culture enabled him to step into a role he really enjoys, making himself available to support others in difficult times and to do favors for people like offering to use his car for errands. “That’s how our economy works even though we’re taught that it’s not,” he said. When he told me this I recalled the first study meeting where he sat with another participant- someone he’d just met- for hours after the meeting as she processed emotions that came up during the meeting. He also spoke about the way the Support Space incorporated a variety of exercises allowing people to share deeply beyond just using words. Many times in the Support Space, he led the group in activities that involved moving our bodies as a mode of exploring support. Though this was just one participant’s experience, we found that his sentiments about this portion of the program were widely held.” – Alexa, Maypop

invisibilized histories that have shaped the struggles we see today. At the same time, the frame also prompts us to identify the underlying practice and ideology of different types of social justice work in contrast to others. These are critical thinking skills that challenge young people who become activated in one tradition and may take that **tradition’s underlying assumptions for granted.** Discussing organizing traditions is an accessible way to bring young people to the strategy table in the journey of creating new points of collaboration between groups and re-mixing traditions.

The YPJTP also revealed the challenges that come with bringing different organizing traditions into conversation. First, each participant brought fairly **cemented assumptions about what or who doesn’t create** change based on their respective organizing background. A labor organizer struggled to see real merit in cultural work. An artist thought movement theory to be far removed from the lives of everyday people. Second, the YPJTP highlighted the way these differences are much more than theoretical. They interact with our self-limiting beliefs, impacting our stories of self and what we **believe we’re capable of.** Third, the project exposed the emotion and pain that accompanies these tensions. Maypop got a good sense of the persistent healing and re-building of respect that will need to happen between activists in order to move towards synthesizing the beautiful and invaluable elements every tradition has to offer.

Bringing Diverse Organizing Traditions into Conversation

After this summer, Maypop’s commitment to understanding diverse organizing traditions and synergies that are possible amongst them was strengthened. Offering the frame of “organizing traditions” is useful in acknowledging the often



APPENDICES

Appendix 1. Application Questions

- What kind of work in social justice and social change would you do if you could do anything at all?
- What is your theory for how we transform the world into the place we want to live in?
- What are your goals for personal growth as an organizer?
- Over the course of the summer we are hoping to engage young people in learning how to: (1) Work alongside the communities most marginalized by our society; (2) Break from single-issue thinking; (3) Engage in dialogue with the other young people in the program, sharing insights and experiences in order to build collective consciousness around social justice; (4) Build community among young activists through mutual support. Given this, what skills or qualities do you bring to the table?
- Are there groups or kinds of groups you are not willing to work with? Are there issues you do not want to work on?
- What do you think is the minimum amount of money you need monthly to live sustainably through the summer?
- How much financial support from Maypop would you need out of these living expenses? (This is not a required question and can be answered later in a personal conversation instead).
- What identities are important to who you are? This could include identities like white, Asian-American, coming from working-class background, cis-male, artist, kinesthetic learner, queer, straight, and/or anything else you bring.
- We plan to run this program from late May or early June through August, and are planning to have an opening orientation and a final closing gathering. What is the earliest date you would be willing to start and the latest date you could continue through?
- What questions do you have for us?

Appendix 2. Support Meeting Weekly Overview

Week 1: Against the “rootless lonely monoculture”; Towards growing supportive activist community

Pedagogy Assigned readings to frame the space: Toni Cade Bambara’s “The Apprentice” in *The Sea Birds Are Still Alive* and The Icarus Project’s “Underground Roots: Visions for Resisting Monoculture and Building Community” in *Friends Make the Best Medicine: A Guide to Creating Community Mental Health Support Networks*

Activity / Pedagogy Storytelling about why the space exists in the program from Maypop’s perspective and invitation to develop the story from here on out

- transparency of Maypop’s emerging philosophy of support (ie a kind of rootedness comes from being vulnerable with one another)
- assigned readings illustrate the goal of exploring what community support could feel like (Icarus Project) specifically as people engaged in social justice work and the weight that brings (Bambara)
- Adrienne Maree Brown’s idea of oppression and liberation occurring in fractals, the injustice we fight “out there” is also “in here”⁷

Activity Check-ins: Two groups of five; each person speaks for 3 min each on how they’re doing, what’s on their mind, what’s happening in their world; listeners don’t respond.

Activity Gathering supportive practices: Everyone responds to three questions listed below by writing responses on notecards; immediately after each question partner share to discuss responses. After all three questions, split into three groups, each group takes a stack of notecards from one of the questions to determine: (1) responses that were in the mainstream/margin? (2) implications for the program as a whole? (3) implications for this space? Big group share to hear small group observations.

- What are your practices for fostering your resilience, as the system that you are? Think about what you do on a daily basis even, practices you may have adopted unconsciously? What are the tools in your toolbox?
- When have you felt supported by others, what form does that support take? What kind of support have you/do you offer others?
- What do you think you’ll need this summer from this group? What skills would you like to learn/improve here?

Activity Check-outs: Same as check-ins except you’re sharing how you’re feeling at the end of the session

Week 2: Workshopping goals + Trading time

Activity Interactive meditation: Sitting in a circle, everyone rests their right hand on the left hand of the person next to them and does the opposite with the other hand, staying like this in silence for several seconds.

Activity Go around the circle with everyone answered the question: how are you feeling in your body?

Activity Workshop goals: The facilitator blended her research for the Support Space with the priorities generated from last week’s “Gathering Supportive Practices” activity to draft a list of goals for the space to workshop and refine. Agreed upon goals were seen as important to anchor and focus the varied activities we explore in the space. In search of collectivizing the goals even more (to the point of general agreement without precisely correct wording), got into two groups to identify which parts of the goals sounded good and where people would like to see changes. A scribe in each group tracked conversation and handed facilitator input at the end of activity.

⁷ Adrienne Maree Brown, <http://adriennemareebrown.net/blog/2014/06/08/my-talk-notes-from-commonbound-intersecting-worlds-the-one-weve-got-the-one-were-building-the-ones-we-imagine/comment-page-1/>

Pedagogy Facilitator shared with the group in her own words aspects of Re-evaluation Counseling (RC) theory (particularly as described in Harvey Jackins's *The Art of Listening*⁸) that resonates with her.

Activity Trading Time: The group brainstorms what characteristics make for a supportive listener; then continuing in the vein of RC, the group pairs off and partners “trade time”- one person listens to the other for 10 minutes, then they switch roles. Without a prompt, the speaker is encouraged to use the time however they would like, whether that means sharing something they haven't had an opportunity to talk about, talking through a problem, etc. When we come back together as a big group, debrief the experience.

Week 3: Mapping our story

Activity Check-in: What are you bringing into this space from today/this week that feels important to our time together?

Activity / Pedagogy Mapping our story: Create a visual map of how your politics and your being intersect. This could include ways you feel affirmed or disempowered, i.e. relationships, institutional structures, support networks. It could include a map of physical or a part of body (brain, heart... etc.). It could be a geographical map, fantasy-novel style, or something more abstract. The idea behind this activity is to honor everyone's political history and how they tell their story from a holistic standpoint so that we can open up ways to specifically support and understand each other, to have a concrete idea of how people tell their stories and what stories they're telling. After describing the activity, give folks 20 minutes to create their maps. At the end of that time invite everyone to set their maps on the floor and walk around looking at all the maps, writing thoughts/comments down on sticky notes to post near the map they're thinking about. Next get into small groups to share the maps more in-depth.

Activity Noticings: Ask group what they appreciated about facilitation, what worked for them, and what would they change for next time.

Week 4: Collective goals and group processing

Activity Support stretch: Facilitator leads group in series of stretches to center ourselves in our bodies and feel physical release.

Activity Refining goals: Prior to the meeting facilitator compiles and sorts feedback folks generated from workshopping goals for the space in Week 2. Goals are altered to reflect feedback, with a priority on keeping goals concise (ie not tacking on all feedback exactly as it was written). Bring revised goals to space, tell story of revision process, and prompt group to ratify shared goals, asking for those to speak up with “blocks” that would prevent them from being able to move on with the space if a change wasn't made. The idea is that the group can have a generally agreed upon understanding of the space that might not fit every individual's preferences perfectly.

Activity / Pedagogy Trading Time: See Week 2. Lead group in a conversation that refreshes and deepens their understanding of what active listening is. Facilitators may use personal experience to comment on how they are approaching this second round of trading time, what they are excited to build on from the first week. For people that may appreciate a prompt, invite them to start processing their thoughts on the protest demonstration earlier that day so they will have started tuning into their feelings prior to the large group processing of the event next. Have people pair off and trade time (10 minutes each).

Activity Full group processing: Spend first five minutes inviting those who weren't at the protest demonstration earlier that day to ask questions and have those who did attend set context for what happened. Open up conversation for folks to practice working through experiences as a part of a large group.

⁸ “The Art of Listening” https://www.rc.org/page/publication/present_time/pt46/pt46_48_hj

Week 5: Partner organization sharing & affirmation cards

Activity Singing: Have someone prepared to lead the group in a song that brings people into the space, into connection and community with each other, through an ability of our body's that can be underutilized in some spaces.

Activity Reflection on a new aspect of program: [A couple days before we had our first study meeting open to friends outside the program and the content of the meeting was emotionally heavy.] In partners discuss thoughts and feelings related to new folks joining our process and last meeting's content. Some people may not have had the time to work through these experiences with someone else before now so it provides that intentional space. Coming back to the large group and sharing our most pressing thoughts helps us to remember we have the power to implement changes to our program as it makes sense and thus fosters shared ownership for making the program the best it can be.

Activity Partner organization sharing: In groups of three take turns talking about how work has been going with your partner organization. It may help people to offer them three questions to guide them: How are you feeling about the work right now? What are the challenges? What are the celebrations? It is important to designate time for participants to learn about the work each other is doing to feel the true scope of this summer community, but also to start practicing using each other as resources when you need advice about your work or are having a hard time, etc. This breaks from the model of feeling isolated in an internship.

Activity Affirmation cards: Have everyone draw two names of fellow participants from a hat (putting the correct amount of names is important!). Using art supplies like construction paper, paint, magazines for collage, etc. everyone will make "affirmation cards" for the people whose names they drew. The sole purpose of the cards is to affirm, appreciate, honor something about the person- whether that's a personality trait you've noticed they bring to the program that you're grateful for or a way you've seen them grow the past couple weeks. Turn on some music and let the card-making begin! At the end of the session have one person collect the cards and distribute them out so that if someone wanted to be anonymous in their appreciation then they could.

Activity As people are finishing up their cards, have everyone go around and say something they're proud of themselves for in the past week.

Week 6: Holding each other in the light

Activity Mirroring: Have the group get into pairs where each pair is standing facing each other, a couple feet away. One person begins making slow movements and their partner mirrors their motion. At any point the "following" partner may silently begin to lead, and the "leader" will begin to follow. The objective is to be working together and so the switching of roles is collaboratively, not competitive. After 7 or so minutes, you may reshuffle the partners and start again. The purpose of this activity is to be finding harmony with each other's movements and to be interacting without words.

Activity / Pedagogy Holding each other in the light: In the Quaker tradition, holding someone in the light is to actively think about that person, sending them positivity and well wishes. In this activity, the group splits into threes where one person has a turn as the speaker, sharing whatever they would like to with their time, in the fashion of the "trading time" activity. As one person is the speaker, one person is the listener, using their intelligence as a listener to respond in ways they think the speaker could benefit from- asking questions, consoling the speaker, etc. The third person is holding both the speaker and listener in the light, recognizing both roles are extending themselves in acts of bravery that carry a lot of weight, responsibility, and various emotions. However the third person wants to take on this role- closing their eyes, watching the exchange, etc.- is great. Each person takes a turn in each role. Carving out this role for the third person affirms the very active and necessary supportive role many people play but don't get acknowledged or appreciated for it. We can gain insights in this witnessing role that we wouldn't be able to as one of the directly engaged roles of listener and speaker.

Activity Storytelling: Ask everyone to write two questions they would want someone in the group to answer with a story and put the questions in a hat. Examples of questions: Describe the worst haircut you've ever had? What's a favorite memory from your childhood? Each person takes a turn drawing two questions out of the hat and chooses which one they want to answer in front of the group. This activity helps us get to know each other better and affirms that stories are a valuable resource for connecting with others.

Week 7: Processing conflict

Activity / Pedagogy Bringing us back to the moment: Facilitators take the group back to the tense, conflict-filled meeting we had the previous week by acknowledging that it happened and offering a few possible frames for interpreting what happened. One of those frames is borrowed from a psychological understanding of the five stages of group development.⁹ “Storming” is the second stage when the group starts feeling comfortable to push boundaries into less polite, more real interaction with each other. The second frame, explained in the context of one of the facilitator’s experience at the stormy meeting, is the idea of self-limiting beliefs. Because of the nature of the conflict, it was worth recognizing the notion that some of our convictions are based on internalized oppression. The agenda was presented to the group with the ultimate goal of reflecting on the stormy meeting and maximizing the lessons learned from the experience.

Activity Gathering the meaning we’ve already begun to make: Before this meeting we had each been engaged- consciously or unconsciously- in developing our own stories of what happened at the stormy meeting. In order to pool all of our knowledge and perspectives, get into partners and take notes as you explore the questions: (1) What were your feelings? (2) What were the core, underlying issues? (3) What were the questions? Take a break after 20 minutes and compile people’s answers on to big pieces of butcher bloc.

Activity Spectrogram for understanding: Facilitator invites everyone to stand and presents the room as a spectrum, with one wall serving as one end of the spectrum and the opposite wall serving as the other end. The facilitator poses a series of statements to the group, specifying what the poles represent for each question, and invites people to position themselves along the spectrum. For example: “My overriding feeling was anger after the meeting”, with one wall representing “agree” and the opposite wall representing “disagree”, with middle ground in between. Once everyone’s positioned themselves along the spectrum, the facilitator asks questions about where people chose to stand and why, eliciting their experiences to the surface. Using this tool, everyone is able to communicate something about their experience even if they don’t speak to every single question (which, sadly, there isn’t time for!). The questions the facilitator asks are chosen based off the information the group’s provided on the butcher bloc which should be visible during this exercise. The facilitator should also have put a lot of time, energy, thought into developing fuller understanding of the conflict before this meeting so they can ask questions that will help people access different lessons about the conflict.

Activity When times get hard, make banana splits! Literally. And even when times are easier.

Week 8: Interfaith minister leads us in song

Activity Interfaith minister leads us in song: A friend of ours joined us with song sheets and her drum to lead us in songs from different cultures and faith traditions. The songs themselves were incredibly powerful to sing together, many of them carrying a message about working towards a more just world. Between songs, the minister talked to us about the role she believes music and song can play in our movements and answered questions we had.

Activity Large group go-around: After singing together we were in a distinct emotional-spiritual place, so we carried that energy forward with each of us answering the question: Why do you do this work? What’s motivating you right now?

Activity Set up a one-on-one: Ask everyone to identify someone they haven’t spent much one-on-one time with and have them use this time to plan for spending time together.

⁹ “Forming, Storming, Norming, and Performing” http://www.mindtools.com/pages/article/newLDR_86.htm

Week 9: Compile partner organization lessons & unstructured fun!

Activity Ten lessons in five minutes: Spend 30 minutes in small groups replicating Week 5’s “Partner organization sharing.” Come back together as a large group, everyone will toss a ball around the room and every time you catch it you have 30 seconds to share a lesson learned from partner organization work (either your own or something you heard in your small group) that we might all benefit from. The point of this is to generate a quick list and jolt us from our sometimes-timid sharing, so that then we can spend any remaining time discussing the rapid fire list in more detail.

Activity/Pedagogy Some people in the program requested more unstructured fun time because that’s how they’re most comfortable interacting with others. Embracing this recommendation, we brought a number of board games and let the group casually decide what we wanted to do with our time. We brought some snacks and played some music as well.

Week 10

Activity Church greeting: The facilitator tells a story of having gone to church with her neighbor recently and remembering how much she enjoys the ritual of standing up and warmly greeting others in attendance, wishing everyone well. Invite everyone to stand and greet those in the room how you might greet them in the best church service you’ve ever been to. This activity helps pull different cultural reference points into the space that may not often acknowledge. It also brings a great energy into the space as people get goofy and boisterous and performative with the prompt.

Activity Creative meditation, communication, and commitment: Facilitator reads poem to the group that helps her to connect with hopes and desires she has for herself. She then invites the group to use the art supplies (construction paper, magazines, paint, etc.) to meditate on the questions: What do you deserve? What do you want to transform in yourself? What do you offer to others? After an hour or so of creating, we will share what we created with the group. We can think of the process as using creative means to share some of these deep personal meditations with others and, because of the nature of the questions, renewing commitments to the things we think we deserve, what we want to transform, and what we believe we offer others.

Appendix 3. Example Support Meeting Agenda

(2 hours)

7:00PM - People arrive + socialize

7:10 - Go around the room and have everyone respond to the question: What are you bringing into this space from today/this week that feels important to our time together?

7:20 - Have someone prepared to lead the group in a song that brings people into the space, into connection and **community with each other, through an ability of our body's that can be underutilized in some spaces.** Check out resources like [Rise Up Singing](#) for song ideas

7:25 - Break into groups of three to take turns talking about how everyone's social justice work has been going. It may help people to offer them three questions to guide them: How are you feeling about the work right now? What are the challenges? What are the celebrations? Encourage people to consider each other resources for troubleshooting and problem solving.

8:05 - Bring the group back together to draw two names of folks in the support meeting (**making sure everyone's names make it in the hat is important!**). Using art supplies like construction paper, paint, magazines for collage, etc. everyone will **make "affirmation cards" for the people whose names they drew. The purpose of the cards is to affirm, appreciate, honor something about the person- whether that's a personality trait you've noticed they bring to the space that you're grateful for or a way you've seen them grow the past couple weeks. Turn on some music and let the card-making begin!** At the end of the session have one person collect the cards and distribute them out so that if someone wanted to be anonymous in their appreciation they could.

8:45 - As people are finishing up their cards, go around the room and have everyone say something **they're proud of themselves for in the past week. In addition to affirming other people, it's important we also affirm ourselves!**

9:00 - Close. If you want to finish by singing the song you sang in the beginning, go for it!

Appendix 4. Study Meeting Curriculum

Week 1: Ecological and Economic Transition

REQUIRED

- Abramsky, Kolya. "Racing to 'Save' the Economy and the Planet: Capitalist or Post-Capitalist Transition to a Post-Petrol World?" In *Sparking a Worldwide Energy Revolution: Social Struggles in the Transition to a Post-Petrol World*, by Kolya Abramsky, 5–29. Oakland: AK Press, 2010.
http://books.google.com/books?id=Y4ubHcvPxJcC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false
- Arthus-Bertrand, Yann. *Home* (film). 2009. Excerpts: *minutes 22:17-36:30; 55:30-1:00:15*.
http://www.youtube.com/watch?v=jqxENMKaeCU&feature=youtube_gdata_player.
- Bambara, Toni Cade. "The Apprentice" in *The Sea Birds Are Still Alive*. New York: Vintage Books, 1982.
- Césaire, Aime. *Discourse on Colonialism*. New York: Monthly Review Press, 2000. Pages 31-40; 74-78
- The Icarus Project. "Underground Roots: Visions for Resisting Monoculture and Building Community" in *Friends Make the Best Medicine*. Pages 2-3.
- Kay, Jane and Cheryl Katz "Pollution, Poverty, People of Color: The Factory on the Hill." *Environmental Health News*.
<http://www.environmentalhealthnews.org/ehs/news/2012/pollution-poverty-and-people-of-color-richmond-day-1>.
- Poison Fire* (film). <http://www.poisonfire.org/>, 2008. (First ten minutes assigned).
<https://www.youtube.com/watch?v=bq2TBOHWFrc#t>
- Solnit, Rebecca. "Call Climate Change What It Is: Violence." *The Guardian*. April 7, 2014.
<http://www.theguardian.com/commentisfree/2014/apr/07/climate-change-violence-occupy-earth>.

OPTIONAL

- Fridley, David. "Alternative Energy Challenges" in *Energy Reality* (Post Carbon Institute), 2014. <http://energy-reality.org/alternative-energy-challenges/>.
- Heinberg, Richard. "The View from Oil's Peak." *Energy Reality* (Post Carbon Institute), 2014. <http://energy-reality.org/the-view-from-oils-peak/>.
- Kumalah, Jasmine. "A Path To Environmentalism" via Black Girl Dangerous, 2014.
<http://www.blackgirldangerous.org/2014/04/path-environmentalism/>.
- McKibben, Bill. "Global Warming's Terrifying New Math." *Rolling Stone*. July 19, 2012.
<http://www.rollingstone.com/politics/news/global-warmings-terrifying-new-math-20120719>.
- O'Connor, Dermot. *There's No Tomorrow (peak oil, energy, growth & the future)* (film). 2012.
<https://www.youtube.com/watch?v=VOMWzjrRiBg>

Week 2: Responding to Ecological Injustice

REQUIRED

- 1Sky. "An Open Letter to All People and Organizations Working to Combat Global Warming."
<http://www.1sky.org/openletter>.
- Cordero, Andrés and Ryan Leitner. "Indigenous Peoples in Bangladesh Protest to Stop Open Pit Coal Mine 2006-2014." *Global Nonviolent Action Database*. <http://nvdatabase.swarthmore.edu/content/indigenous-peoples-bangladesh-protest-stop-open-pit-coal-mine-2006-2014>.
- Dahm, Hayden. "Mi'kmaq Indigenous Campaign Prevents Hydraulic Fracturing in Elsipogtog, New Brunswick, 2013." *Global Nonviolent Action Database*. <http://nvdatabase.swarthmore.edu/content/mi-kmaq-indigenous-campaign-prevents-hydraulic-fracturing-elsipogtog-new-brunswick-2013>.
- Davis, Angela. "Introduction - Prison Reform or Prison Abolition?" and "Abolitionist Alternatives" in *Are Prisons Obsolete?* New York: Seven Stories Press, 2003. Pages 9-21; 105-115.
- Dayaneni, Gopal and Mateo Nube. "Ecology and the Left." *Left Turn*.
"Grassroots Organizing Cools the Planet (Open Letter to 1Sky from the Grassroots)."
<http://www.ourpowercampaign.org/a/wp-content/uploads/2013/05/3-1sky-Letter-From-Grassroots.pdf>.
- Hall, Rebecca. "A Call for Climate Justice." <http://rebhallphd.org/a-call-for-climate-justice/>.

Lorde, Audre. "The Master's Tools Will Never Dismantle the Master's House" in *Sister Outsider*. Berkeley, California: Crossing Press, 2007.

Moore, Hilary and Joshua Kahn Russell. *Organizing Cools the Planet Tools and Reflections to Navigate the Climate Crisis*. Oakland, CA: PM Press, 2011. Pages 8-21.

Parenti, Christian. "A Radical Approach to the Climate Crisis." *Dissent Magazine*.
<http://www.dissentmagazine.org/article/a-radical-approach-to-the-climate-crisis>.

Patalano, Jimi. "Who Benefits From Climate Panic" in *Orange Square Issue 2*. http://studentsdivest.org/wp-content/uploads/2014/02/Orange-Square_Issue-2_02.10.14_links.pdf.

Smith, Zadie. "Elegy for a Country's Seasons." *The New York Review of Books*.
<http://www.nybooks.com/articles/archives/2014/apr/03/elegy-countrys-seasons/>.

Where We Live (film). 2011. <https://vimeo.com/32174618>.

OPTIONAL

Clarke, Jesse. "Introduction: Catalyst or Catastrophe?" *Reimagine!*. <http://reimaginepe.org/cj/16-2>.

The Climate Psychologist. "Living in Climate Truth, Sections I-V." *The Climate Psychologist*.
<http://theclimatepsychologist.com/?p=156>.

Cloete, Karl. "For a Class Struggle Approach to Climate Change and Energy Transition." *Climate & Capitalism*.
<http://climateandcapitalism.com/2012/10/15/for-a-class-struggle-approach-to-climate-change-and-energy-transition/>.

Davenport, Coral. "Climate Change Deemed Growing Security Threat by Military Researchers." *The New York Times*, May 13, 2014. <http://www.nytimes.com/2014/05/14/us/politics/climate-change-deemed-growing-security-threat-by-military-researchers.html>.

Lohmann, Larry (interview). "The Politics of Climate Change." *Carbon Trade Watch*.
<http://www.carbontradewatch.org/archive/the-politics-of-climate-change-interview-with-larry-lohmann.html>.

Week 3: Organizing for Just Transition

GROUNDING READINGS

Engler & Newkirk. *Creating Moments of the Whirlwind*. Pages 1-17 and Conclusion
Principles of Environmental Justice. <http://www.ejnet.org/ej/principles.html>

Reagon, Bernice Johnson. "Coalition Politics: Turning the Century." via She Who Stumbles.
<http://shewhostumbles.wordpress.com/2008/01/12/bernice-johnson-reagon-coalition-politics-turning-the-century/>.

Principles of Environmental Justice. <http://www.ejnet.org/ej/principles.html>

RESILIENCE BASED ORGANIZING AND OUR POWER CAMPAIGN

"One idea that came out of Wk 2 discussion was having a list of readings for people to choose from. So for this section of Wk 3, you can decide which of these and how many to read - But please check out at least a couple! I've included ones we've looked at already, in case you want to refresh"

Dayaneni, Gopal. *Organizing For Resilience*, 2013. <https://www.youtube.com/watch?v=aL9R4CG1I-U&feature=youtu.be&t=35m40s>

Movement Generation. *Resilience Based Organizing, Presentation (excerpts) (attached, 13 Power Point Slides)*

Movement Generation. "Resilient Cities: Building Community Control." *Race, Poverty, & the Environment*, Climate Change: Catalyst or Catastrophe?, Vol 16, No. 2 (Fall 2009). <http://reimaginepe.org/cj/mg>.

Our Power Campaign. <http://www.ourpowercampaign.org/>

Our Power Film // Black Mesa Water Coalition, 2014. <https://vimeo.com/84751170>.

MAYPOPOP COLLECTIVE ENGAGEMENTS AND WRITINGS

Blog entries on Maypop Collective website: <http://maypopcollective.org/>

DeWald, Dinah. "Radical Organizing 101: Training with MORE in St. Louis"

Hopkins-Hayakawa, Sachie. “Young People’s Just Transition Project”
Jones, Hannah. “Reportback from Feb. 1 Progressive Philly Rising!”
Lawrence, Will. “One Struggle, Many Fronts Speaking Tour”
Nakhoda, Zein. “Progressive Philly Rising after the People’s Campaign.”
Ross, Alexa. “Our Journey So Far”

OPTIONAL

Belalia, Henia. “Coming Together: Reclaiming Memory and Reconciling Identity.” *Waging Nonviolence*. Accessed May 29, 2014. <http://wagingnonviolence.org/feature/reclaiming-memory-and-reconciling-identity/>.
“International Manifesto of the Women of La Via Campesina.” *Climate & Capitalism*. Accessed May 29, 2014. <http://climateandcapitalism.com/2013/07/21/international-manifesto-of-the-women-of-via-campesina/>.
“The Jackson Plan: A Struggle for Self-Determination, Participatory Democracy, and Economic Justice | Malcolm X Grassroots Movement.” Accessed June 21, 2014. <http://mxgm.org/the-jackson-plan-a-struggle-for-self-determination-participatory-democracy-and-economic-justice/>.
Moore, Hilary, and Joshua Kahn Russell. *Organizing Cools the Planet Tools and Reflections to Navigate the Climate Crisis*. Oakland, CA: PM Press, 2011. Pages 24-41.

Week 4: Care, Healing, and Emotional Organizing

REQUIRED

Trauma in Our Movements

Moraga, Cherrie and Gloria Anzaldua (ed). *This Bridge Called My Back: Writings by Radical Women of Color*. 2nd edition. New York: Kitchen Table/Women of Color Press, 1984. Pg 16-17.

The Revolution Starts at Home. “Where The Revolution Started”, Pg 5-8. <http://lgbt.wisc.edu/documents/Revolution-starts-at-home.pdf>

Emotional Organizing Skills

Out of the Spiritual Closet: Organizers Transforming the Practice of Social Justice. Movement Strategy Center. pp. 13-19
“Where are We Stuck?”, Personal Stories recommended, then “The New Way” pp. 28-end.
<http://www.racialequitytools.org/resourcefiles/zimmerman1.pdf>

Love vs. Rage:

hooks, bell. “Love as the Practice of Freedom.”

http://jonsenglishsite.info/Class%20Docs%205/1_Love_Practice_Freedom.pdf

The Queer Nation Manifesto. <http://www.historyisaweapon.com/defcon1/queernation.html>

Text of a manifesto originally passed out by people marching with the ACT UP contingent in the New York Gay Pride Day parade, 1990.

Caring/Coping/Healing Practices: Choose at least 2 of the following 4

Food, cooking, and community: “Food From the Cusps: An interview with Kay Ulanday Barrett by Amelia Ayrelan” in Bitch Magazine <http://bitchmagazine.org/article/food-from-the-cusps>

Resistance and Healing through Identity: “Naming our History” by Lil, pp 42-45 in Mixed Up!: A zine about mix race queer & feminist experience. http://issuu.com/poczineproject/docs/mixedup_2013_rev

Creating Community Care Institutions: “Vision Statement: Regeneración Childcare NYC.” 2014.
http://www.childcarenyc.org/files/Regeneracion_Vision_PRINT.pdf

Hari Kondabolu

“My English Relationship” <http://www.youtube.com/watch?v=I1xutnYm6Tg>

“2042 & The White Minority” <http://www.youtube.com/watch?v=85fr6nbiMT4>

OPTIONAL

“Community Accountability Within the People of Color Progressive Movement” - Report from INCITE! Women of Color Against Violence Ad-Hoc Community Accountability Working Group Meeting. 2005. “How Is Gender Oppression within Progressive, Radical, Revolutionary Movement(s) Maintained, Supported, Encouraged?”, pp 8-12.
http://incite-national.org/sites/default/files/incite_files/resource_docs/2406_cmtty-acc-poc.pdf

Gibson-Graham, J. K. *A Postcapitalist Politics*. Minneapolis: University of Minnesota Press, 2006. Pages 1-8.

Wai. "Relationship eco systems", pp 10-11 in Juggling the Rainbow #2: More personal writing on non-monogamous relationships. <https://jugglingtherainbow.files.wordpress.com/2012/09/jtr2.pdf>

Week 5: The Fight (Part I)

Harnecker, Marta. "Instruments for Doing Politics" (excerpt).

<http://links.org.au/files/InstrumentsfordoingpoliticsMartaHarnecker20130905.pdf>

Lakey, George. "Strategizing for a Living Revolution" (excerpt).

<http://www.historyisaweapon.com/defcon1/lakeylivrev.html>

Poo, Ai-jen. "An Incredible Container for Transformation." The Believer Logger . Accessed May 31, 2014.

<http://logger.believermag.com/post/85221891259/an-incredible-container-for-transformation>.

Wing, Bob. "Notes Toward a Social Justice Electoral Strategy: Bob Wing - Organizing Upgrade." Accessed December 22, 2013.

<http://www.organizingupgrade.com/index.php/modules-menu/community-organizing/item/45-notes-toward-a-social-justice-electoral-strategy>.

"Working People's Assemblies: Social Justice Unionism for the 21st Century." Pg 1-6, 18-26.

http://freedomroad.org/uploadfiles/FRSOWorkersAssemblies_FINAL.pdf

Week 6: The Fight (Part II)

REQUIRED

Theory

Engler & Newkirk. Creating Moments of the Whirlwind. Pages 1-17 and Conclusion Movement Mastery. *The Theory of Integration (Webinar 2)*, excerpts, 2014.

http://www.youtube.com/watch?v=lq3IHACuxIs&feature=youtu_gdata_player.

Case Studies

Engler, Mark and Paul Engler. "Did Nonviolence Fail in Egypt?" *Waging Nonviolence*. Accessed April 19, 2014.

<http://wagingnonviolence.org/feature/nonviolence-fail-egypt/>.

Al Jazeera Report on April 6 & Otpor, 2011. https://www.youtube.com/watch?v=-CKFGC6v6Hc&feature=youtu_gdata_player.

https://www.youtube.com/watch?v=-CKFGC6v6Hc&feature=youtu_gdata_player.

Global Nonviolent Action Database. "Indians campaign for independence (Salt Satyagraha), 1930-1931."

<http://nvdatabase.swarthmore.edu/content/indians-campaign-independence-salt-satyagraha-1930-1931>

Global Nonviolent Action Database. "Nashville students sit-in for U.S. civil rights, 1960."

<http://nvdatabase.swarthmore.edu/content/nashville-students-sit-us-civil-rights-1960>

Momentum Organizing Tools

Training for Change training tools. <https://www.trainingforchange.org/>

OPTIONAL

Borden, Lizzie. *Born in Flames*, 1983.

http://www.youtube.com/watch?v=KgUU41D4T7g&feature=youtu_gdata_player.

Engler, Mark and Paul Engler. "Can Frances Fox Piven's Theory of Disruptive Power Create the next Occupy?" *Waging Nonviolence*. Accessed May 29, 2014.

<http://wagingnonviolence.org/feature/can-frances-fox-pivens-theory-disruptive-power-create-next-occupy/>.

Week 7: Building the New (Part I)

... we decided to go light on the readings, re-reading a few pieces we've already read and adding just a couple more. We wanted to bring back the repeat readings to frame and ground our exploration of building the new in systems and struggles. We want to push back on a perspective of building the new as isolated, vanguard work and move towards a recognition of the powerful, participatory systems of mutual support that have been around, that we have been a part of, and that we can learn from and expand upon. As such, please do take another look at these repeated readings, even if you read them earlier in the summer! We also encourage you to reflect on the ways in which these texts and the ideas practices therein resonate with you and your experiences of mutual aid, etc. Another reason for why we went light on

the readings is that much of our time on Friday will focus not on outside perspectives but on sharing our own experiences.

Bambara, Toni Cade. "On this Issue of Roles" in *The Black Woman: An Anthology*, edited by Toni Cade Bambara. New York: Washington Square Press, 1970. <https://blackfeministmind.files.wordpress.com/2010/03/toni-cade-on-the-issue-of-roles.pdf>

Creating Community Care Institutions: "Vision Statement: Regeneración Childcare NYC." 2014. http://www.childcarenyc.org/files/Regeneracion_Vision_PRINT.pdf

Davis, Angela. "Introduction - Prison Reform or Prison Abolition?" and "Abolitionist Alternatives" in *Are Prisons Obsolete?* New York: Seven Stories Press, 2003. Pages 9-21; 105-115.

lalobaloca. "Reclaiming Abuelita Knowledge As A Brown Ecofeminista." *Autostraddle*. Accessed February 22, 2015. <http://www.autostraddle.com/reclaiming-abuelita-knowledge-as-a-brown-ecofeminista-213880/>.

Movement Generation. Resilience Based Organizing, Presentation (excerpts) (attached, 13 Power Point Slides)

Week 8: Building the New (Part II)

Flanders, Laura. "Black Women's Blueprint' Helps Low-Income Women Get By—Through Bartering." Article. *YES! Magazine*. Accessed February 22, 2015. <http://www.yesmagazine.org/commonomics/black-women-s-blueprint>.

"The Jackson Plan: A Struggle for Self-Determination, Participatory Democracy, and Economic Justice | Malcolm X Grassroots Movement." Accessed June 21, 2014. <http://mxgm.org/the-jackson-plan-a-struggle-for-self-determination-participatory-democracy-and-economic-justice/>.

"Jessica Gordon Nembhard: Cooperative Economics and Civil Rights." Laura Flanders Show. <http://blip.tv/grittv/jessica-gordon-nembhard-cooperative-economics-and-civil-rights-6821660>

Loh, Penn. "What's the Role of Race in the New Economy Movement?" *Truthout*. Accessed June 18, 2014. <http://www.truth-out.org/opinion/item/24407-whats-the-role-of-race-in-the-new-economy-movement>.

Miller, Ethan. "Solidarity Economics." *Strategies for Building New Economies from the Bottom-Up and the Inside-Out—February*, 2004. <http://ussen.electricembers.net/files/SolidarityEconomicsEthanMiller.pdf>.

Week 9: Cultural Organizing

"As part of this week's readings on cultural organizing, we are asking each person to send in ONE cultural object (inclusive of recipes, songs, short films, 2-D and 3-D art, textiles, scripture, stories, poems, et cetera) that you would like to bring with you post-revolution because it gives you comfort/power/hope/challenges.

That means we will have fourteen texts as a portion of our readings/watchings/listenings for the week with more to come. Know that we will be doing our best to touch on several genres of cultural objects in our conversations about cultural organizing, so if you are feeling conflicted about what object to share, know that we will be working with questions about ancestral cultural objects and community cultural objects, as well as those with overtly political cultural objects in cultural organizing."

Berger, John. *Ways of Seeing*. Reprint edition. London: Penguin Books, 1990. (excerpts).

Center for Story-Based Strategy. *Stop the Presses #3: Coloring Outside the Lines*, 2014.

https://www.youtube.com/watch?v=R0dJILoUuq8&feature=youtube_gdata_player.

Grupos Motivos. *Las Parcelas*. Precious Places Community History Project, Scribe Video Center, 2009.

https://www.youtube.com/watch?v=JoCAMAfKbkQ&feature=youtube_gdata_player.

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https://www.youtube.com/watch?v=wxb-zYthAOA&feature=youtube_gdata_player.

Appendix 5. Example Study Meeting Agenda

Week 1 Study Agenda

(3 hours total)

(15 min) Lighting Check-in (Partners) Invite the room to break into pairs. Each pair reflects on several prompts about how people are feeling, how they are showing up in the study space, and what they hope to talk about today.

(15) Announcements/Project Logistics Maypop goes over project logistics and some informational updates.

(10) Introduction Maypop shares the goals for the first three weeks of study (Maypop facilitated) and shares values of group learning and facilitation:

- collective learning
- messy-thought positive
- honor different learning styles

(15) Watch Video Clip: Climbing PoeTree performance at CommonBound. <http://youtu.be/kCrt8dxKTFs?t=18m17s>

(20) Mingle (Generate Questions/Lessons for Each Reading) Invite everyone to stand up. After the facilitator reads a prompt, folks in the room “mingle” – find a partner to have a brief conversation about the prompt. After a pair exchanges thoughts, participants are free to find a new partner until the next prompt is read. Mingle prompts:

- What stuck the most from readings and videos? Any ah-ha! moments? Strong feelings from any?
- Which reading/video was your favorite? Why?
- Key questions that this week’s **study materials** raised?

After everyone has exchanged thoughts on each prompt, have everyone sit back down as a large group. Generate a list of **key questions or takeaways from this week’s readings. Participants call out items to add the list, while the facilitator scribes for the group.**

(15) Spectrogram Opposite ends of the room are designated opposing opinion poles. For example, “the front end of the room means, ‘I agree’ and the back end of that room means, ‘I disagree.’” The facilitator reads quotes or summaries from the readings that capture main ideas, arguments, or themes. As the quote is being read, participants (standing up) are invited to move to the end of the room that corresponds to their opinion or feeling about the respective quote. Participants are invited to stand anywhere along **the spectrum of the room. This activity gives facilitators and participants a “reading”** on how the group feels about certain ideas. For some questions, everyone might agree. For others, everyone might be in **the middle, meaning “unsure” or “agree in some ways and disagree in some ways.”** The spectrogram is also a more fun way to mark disagreement or conflict in the room. If the room is split on a main idea, the facilitator can ask for people to share why they are standing where they are.

(10) Break

(10) Maypop Presentation (from Climate Change to Climate Justice) Maypop members share analysis of climate change and what it means for social justice organizing.

(60) Open Discussion on Questions from Mingle using “readings” from the spectrogram activity and the key questions and takeaways from the “mingle,” the facilitator leads an open discussion on popular or important topics.

(10) Direct feedback from the room on the meeting: What did you notice? What worked? What would you change?

Appendix 6. Study Facilitator Expectations

Each participant had a chance to co-facilitate a study meeting during the course of the summer. These expectations were shared with participants at the beginning of the program.

Weekly Themes and Curriculum

Maypop has a bibliography of required and suggested readings for each week that we'll share with each facilitation team to use as a baseline for their week.

Facilitators will decide the final list of readings for their study week and send them out to the whole group. Feel free to be creative about how you approach a given theme. Maybe you focus on one historical case study in depth, maybe you invite a local leader to lead a discussion, maybe you choose to only use film and media resources, or workshop a theory of change from a partner organization?

Philadelphia Thread

Each week, we hope to look at at least one resource pertaining to Philadelphia and our local context. Facilitation teams are asked each week to find a Philadelphia-focused story, resource, or organization to bring into the curriculum.

Facilitating the Study Gathering

These gatherings are a chance to practice facilitation! You can be creative about the design, bring in tools for group learning, try things out! Facilitation teams are asked to design a plan for the gathering in advance and come prepared.

More Reminders

- Please send out readings to the whole group at least six days before your week's gathering
- Honor diverse learning styles and ways of knowing (in choosing the readings and planning facilitation)
- Allow time for feedback and reflection at the end of each gathering so we can learn what worked for people and what people are feeling
- Think of activities that help archive/document our thinking - generating lists on paper, collecting thoughts on notecards, doodling exercises are some ways to help us build a collective archive of our learning
- Zein will remain as the study gathering point person for the summer - get in touch with him about reading suggestions, if you want to think through facilitation together, or any thoughts/concerns

Appendix 7. Participant Speeches from Community Banquet

Lauren Ballester

As I reflect back on the summer, something I have valued more than anything is the ways in which I have felt whole. My partner org work has been a huge part of that. I worked with New Sanctuary Movement of Philadelphia, an organization that does interfaith immigrant justice work out of Kensington. My responsibilities included event and action planning, administrative work, planning and facilitating workshops and accompanying members to criminal and immigration court.

At my first day at NSM, I attended criminal court along with two others from NSM to support a family whose mother and wife was being charged with assault. She had been deported once before and reentered to be with her husband and children. It was our job to support her family through the process of her trial, which ultimately ended in her being convicted. She is now in deportation. It was devastating, and it was a quick entry in to the horrors of our immigration system. As I sat with her son, who testified as a witness, the reality of how dire the situation in undocumented communities is. There is such a need for healing. I helped Moises process what it would be like to see his mom again and what he would say on the stand. We sat outside in anticipation for close to four hours. We talked about how much he loves soccer, his work in construction, his family, and sometimes the day the fight happened and how he watched his mom get dragged away by police. Even if at the **end of the trial, Moises' mother had not been deported and was able to finally come home to her children, there is a lot of healing that needs to take place for them. It's this idea of transformative healing that has really stuck with me throughout my time at NSM.** New Sanctuary Movement is centered on creating the world we want to see, and I was blessed to be a part of that.



You may have already heard that NSM was part of a coalition that **recently won a campaign ending local police's collaboration with Immigration and Customs Enforcement, effectively ending most of Philadelphia's deportation program. That's obviously a really big deal, but the new policy wasn't the only part of the campaign** or their work that effects change. **Structural change is what we focus on as organizers, and it is vital, but it's not the only type of change that is important.**

The Just Transition framework is centered around ending the extractive economy and transitioning in to a world where we control our own labor, our own energy, our own migration. I believe New Sanctuary is working on that transition right now by centering their work on radical love and radical inclusion. By understanding the need for deep relationships, by being rooted in faith and transformative healing for all. They accomplish this in many ways. They start off every week with a faith reflection that grounds us in our values. Everyone in the office is encouraged to take time for ourselves and make sure we are healthy and strong so that we can be committed to this work for the long term. They prioritize strong and deep relationships built on trust.

I have been part of a few actions this summer, and in those moments of coming together to make a demand, we see ourselves as united. Communities who are not given a lot of control in our city are able to harness their God-given power to take action. While these actions are a part of a larger strategy to incite policy changes in our country and our city, healing together and showing up for each other is just as important. Structural changes can be really incremental and whether or not we see those changes at the end of that action, we are changed and we are transformed by the work.

Eva Wö

This summer, my partner organization was the Art Factory of the Norris Square Neighborhood Project just around the corner. NSNP focuses on building up and empowering youth through arts and gardening programs (including working in this beautiful garden!). The Art Factory is a program that hires youth aged 15-19 to gain creative skills and experience, preparing them for arts careers in their local communities.



By my first meeting with new Art Factory Director Kristine, I knew I was in on something very special. First off, Kristine had been through the program for the past year and was coming back to replace the founder as director. She also happens to be 19 years old - which is amazing. She, with the help of art teacher Reggie, and a group of other returned-Art Factory youth who call themselves f//action, plan, organize, and implement an entire summer's curriculum for 22 youth.

Additionally, the curriculum is all arts, culture and social justice focused. This summer, these youth took daily workshops on different art media, from making stop-motion Instagram videos to zine building. I taught courses on typography and water color painting, and brought in another local artist to teach surrealist games.

After a few weeks of workshops, we took visits to Point Breeze, touring the neighborhood and conducting interviews with some of the community members that make up the Point Breeze Organizing Committee. Also known as PBOC, these older community residents talked into the camera at length about their experiences resisting gentrification in their neighborhood.

In groups, the youth then made multimedia videos and cartoons to reflect and tell the stories of the incredible work done by those in Point Breeze. Through the process they wrestle with the complex intricacies of social problems throughout Philly.

During the school year, their plans will be to collaborate and build some big place-based installation with the intention of using such an art piece as a healing source in neighborhoods that suffer from gentrification. They hope to retain 10-15 of the 22 youth that participated over the summer. The others are off to college, or other activities.

Out of this experience, I gained a radical awakening to the potential of small projects like this one to create community, responsibility and hope among youth. I learned that while youth are at times challenging of authority and resistant to working hard, youth also have beautiful wisdom and humbling stories when their strong voices are listened to. Not only are young lives often ignored and pushed to the margins, but youth-led stories and solutions are hard to come by. When they happen, they're powerful.

One creative practice that really struck me was the poetry and writing of one particular youth in the program. This young woman had many odds stacked against her, such as being queer and poor. While she's reserved and shy in a boisterous environment, often writing in her notebook away from everybody else, her poems about racism in America and her fiction writing that explored sexual and relationship abuse issues humbled many of her peers and mentors. It occurred to me that these artistic mediums provide ways to grapple with, process, and make meaning from the scripts one's been given, and allows those stories to be heard by others. Her art allowed her to take ownership over her experiences, and for her resilience to strengthen the community at large.

While the implications of my summer work for the just transition are not fully apparent to me just yet, I can reflect on a few important noticings. Firstly, that cultural work is some of the most crucial, most impactful, and most needed work to happen within communities. Second is that observation that when youth are given platforms to let their voices ring, that they are able to step up and contend with the political and social realities of their worlds. These perspectives and opinions need support, and when they are, youth can lead positive change.

Nora Kerrich

I would like to start with a quote from Mordecai Horton, the grandfather of Myles Horton who founded the Highlander Folk School in Tennessee, a radical popular education institution.

You can hitch your wagon to the stars, but you can't haul corn or hay in it if its wheels aren't on the ground.

Each Friday for the past ten weeks we met for three hours to discuss assigned readings and participate in activities that clarified and deepened our understandings of the readings and our personal responses to them. Members of Maypop and the summer participants co-facilitated each meeting. We invited guests as the summer continued to bring in as many perspectives and engaged learners as possible. Creating a consistent space throughout the summer to engage with various texts surrounding different topics in social justice organizing is essential to developing cross-organizational understanding and relationship-building.



One uniting factor in those who have come together for the summer program is that we have all come from educational institutions with particular rules about what knowledge is most valuable and legitimate. As well as how one best communicates this worthwhile knowledge. The study space was built to create a learning space that separates itself from an ivory tower mindset. While retaining the useful tools that such an education can provide us, such as reading and interpreting challenging and critical theoretical texts. We left the hierarchy of knowledge at the door to explore different kinds of texts alongside those based in theory. To find the ways they intersect and challenge each other. A theme that we touched on as a study group throughout the summer was the possibility, and often the political necessity, of visioning hybrid models from the starkly different organizing traditions brought into the study space by individuals and by the texts we engaged with.

We began by discussing the climate crisis as it exists in the present and what our future holds given its continued acceleration. These readings included studies of the conflicts that appear within organizing around climate change, and the differences in organizing practices that inform visions of immediate and long-term action to save our planet and those most impacted in the present by the climate crisis. This three weeks series of readings and discussions gave members of Maypop an opportunity to introduce the summer participants to the lens through which most of them came into organizing for social justice. Following those first three weeks we then moved into a week of engaging with healing within social justice organizing, struggling with the patterns of many activists to work past emotional and physical capacity, how best to support those in our movements who have suffered traumas of all kinds. We then spent time exploring momentum organizing and structural organizing in opposition and in hand with each other. The slow, base-building, incremental change that structural organizing lends support and strength to the moments of the whirlwind that momentum organizing strives to create for fast-paced, symbolic victories. Following those discussions we dove into the possibilities and contradictions of building the new, working now to create and begin processes of systemic change for a just future. We ended the program debating the role of culture and art in organizing and how best to support the work of artists in our movements. In our culminating study group this afternoon we revisited these overarching themes, reflecting on our moments of clarity, as well as persisting tensions and questions.

I am especially grateful that the caregiver of my partner organization, O, participated frequently in the study group spaces. She was able to share her wisdom around healing and justice that she has been thinking about and working with much longer than I have even been aware of the issues that we worked on together during the summer and throughout the coming years. There is so much value in working in intergenerational learning spaces and it was a blessing to have O present as an knowledgeable elder and as someone who desires to learn actively in all kinds of spaces.

Learning is not supposed to be an easy process, or one that bears immediate understanding and cohesion. It is most potent when strong convictions and emotions are given space to interact and combine. We intervene within ourselves and with each other so that our movements towards justice can remain strong in times of immense crisis and action. As well as

moments of relative tranquility where there seems to be little action to take. Engaging with texts written by leaders and participants in movements that we admire and find challenging allows us to bridge gaps and to define differences in approach and vision. These differences that appear ought not to be divisive, but should rather forge trust in one another so that we can make change in the spaces we can best navigate, and create sustained relationships and coalitions with those **doing work in different places, geographically, socially, and theoretically.** The study group space for the Young People's Just Transition Project was one in which we began to learn from each other and teach one another about our visions and experiences seeking justice. We have engaged in teaching for social justice, and have planted the seeds of continued study for greater understanding and greater epiphanies.

In that spirit I would like to end with a quote from the foreward of *Pedagogy of the Poor* written by William C. Ayers and Therese Quinn.

The ethical core of teaching is about creating hope in students. Because the future is unknown, optimism is simply dreaming, pessimism merely a dreary turn of mind. Hopefulness, on the other hand, is a political and moral choice based on the fact that history is still in-the-making, each of us necessarily a work-in-progress, and the future entirely unknown and unknowable. Teaching for social justice provides images of possibility -- It can all change! --and in that way rekindles hope.

Chloe Sigal

I'm going to expound a little on the support space and its importance to me in particular. For two hours every week this summer, we met up **at Eva's house, and that ran parallel to the three-hour study group** that we had each week. When I came in to the summer project, I knew that I had really clear goals. One of those goals was to develop movement strategy, and another one was to learn how to build citywide cross-issue coalitions - **I had a lot of strategy study group goals. I didn't really think about the support space, but it's been one of the greatest gifts that Maypop has given me.** When I think about the organizing spaces **that I've been in in the past, a lot of them have paid lip service to self-care, which was this kind of thing that when you got overwhelmed by how hard the work was, somebody would tell you, "You need some self-care time, you need to take a vacation from this work," and you would go to your corner by yourself and do that.** I think Maypop has done a really different and special thing in institutionalizing a collectivized place to hold those feelings and to grapple through them because, oftentimes, thinking about what gives us burnout is what will allow us to stay in the work for the long haul, as Dinah was saying before.

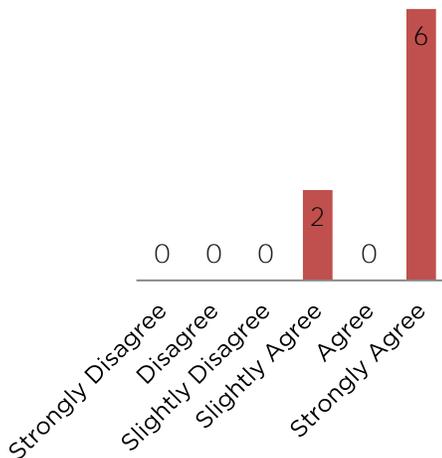


I joked about that at the beginning of the program, on the first day that Dinah and Zein and I met, I talked about how, at Penn, Career Services **had actually held a screening of "The Wolf of Wall St," and how messed up that was. I felt I needed a radical Career Services, because I was very close to not being able to do organizing work anymore. I've realized that I do not need radical Career Services - I've found something much better, which is an intentional community, and a space and a mentality that sees community building as the heart of organizing, and that tries to combat an extractive economy that invisibilizes and devalues carework and reproductive labor. We've kind of dug into the opposite of that; we've dug into difference even though we all come from pretty similar institutions, the participants are all pretty different people, we have really different backgrounds, and have different opinions on the work. Instead of allowing that to divide us, as many left spaces are, we dug into those differences and we took care of each other through them, through the support space that Alexa put so much thought into.**

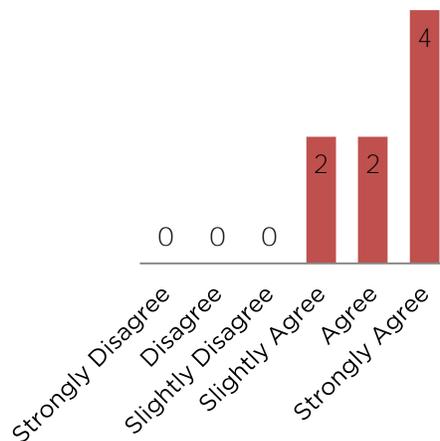
I will also leave you with a quote, as Nora did, which was the way that Alexa would open each support space meeting. **Alexa would ask us, "What are you bringing to this space?" and I think this encapsulates everything that the support space was about.** It was about allowing participants to bring their whole selves, be it their histories, their emotions that they were having that week with their partner organizations...everything that was going on in their lives. That kind of movement culture is what will allow young organizers to stay in this work for good. Thank you.

Appendix 8. Participant Evaluation Responses

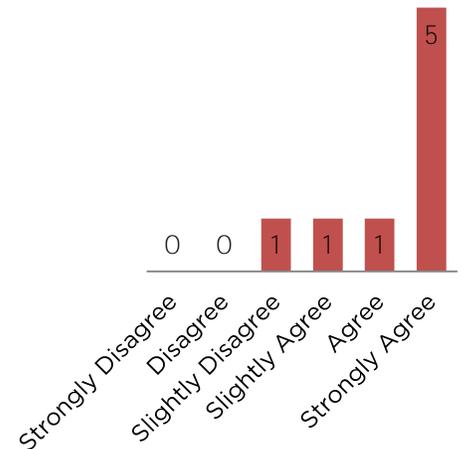
The summer deepened my commitment to social change work:



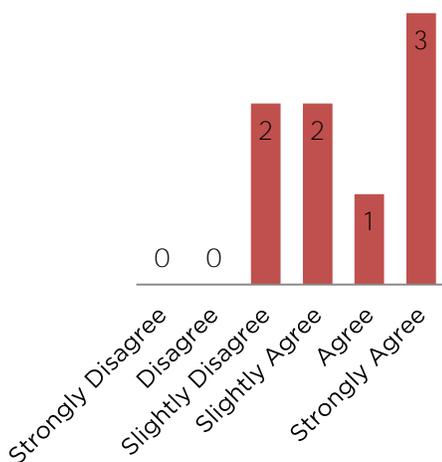
I feel a stronger commitment to Philadelphia after the summer project:



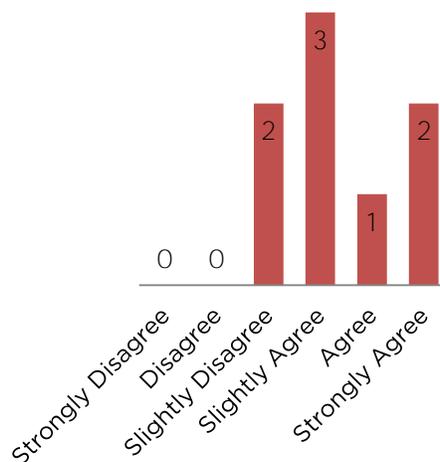
Over the summer I felt overall supported in the program



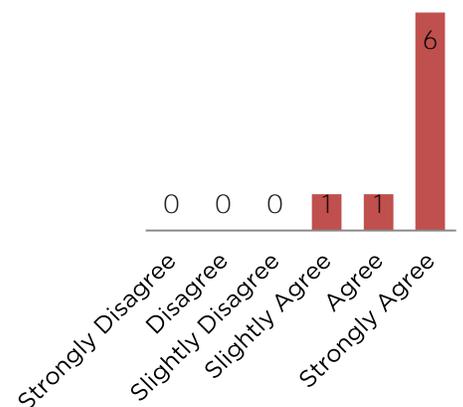
I felt like I could bring my full self to this program :



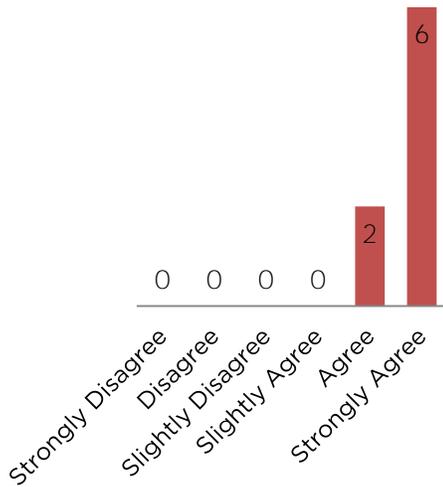
Expectations were clearly communicated at the beginning of the program



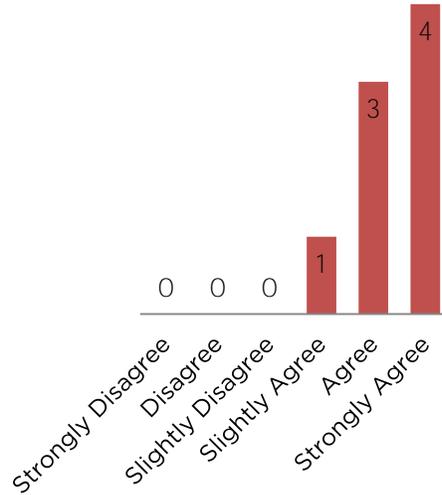
I plan on continuing relationships with a handful of those involved in the project (Maypop + participants).



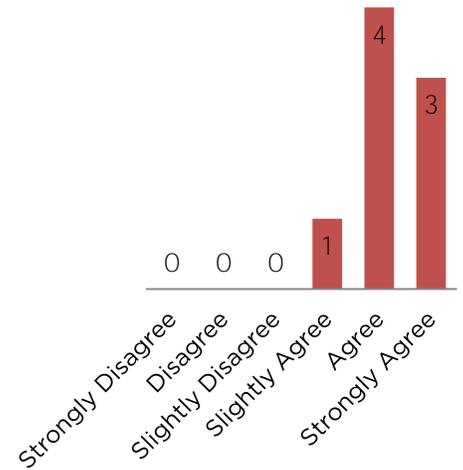
I felt financially supported throughout the program.



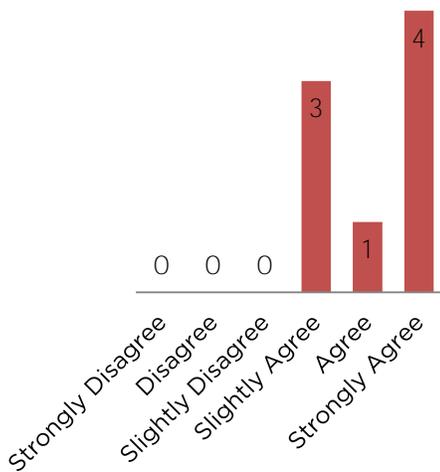
Maypop buddy system was helpful.



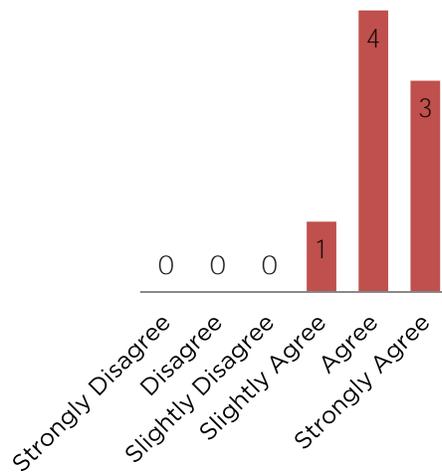
I was encouraged outside my comfort zone this summer



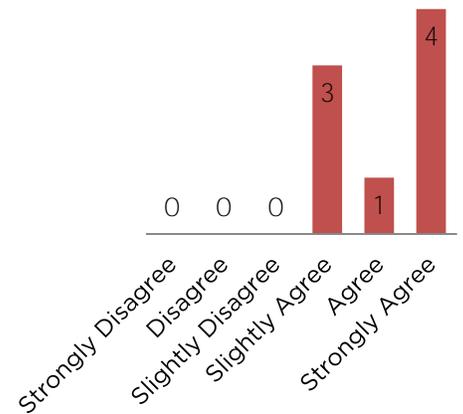
The study space was very important to my experience this summer



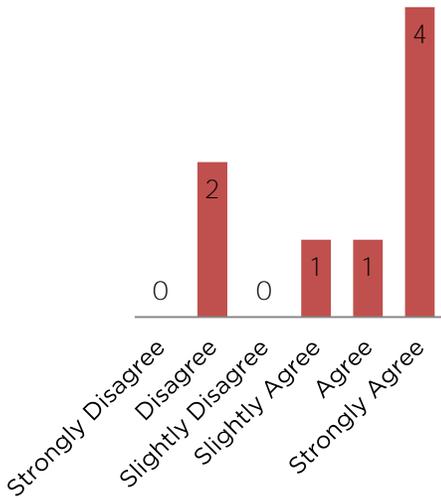
I learned a lot from planning and co-facilitating a study space



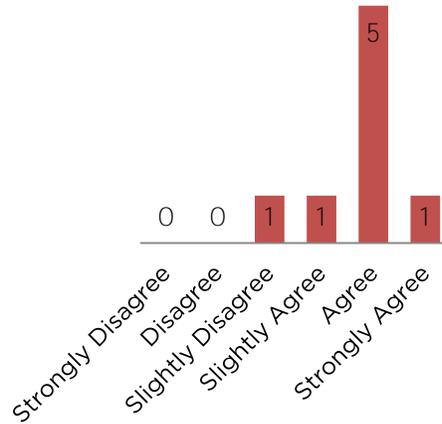
In the study space, I learned concepts, theories, and histories that apply to my work beyond the summer



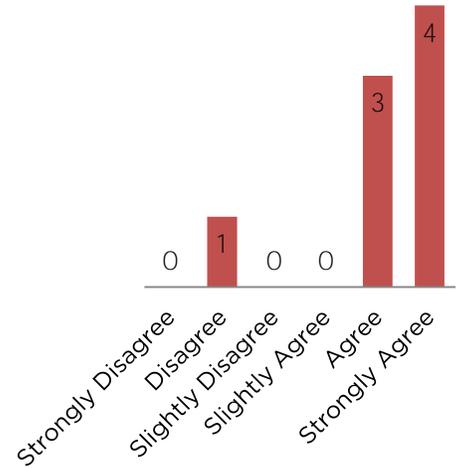
I did mostly all the readings each week



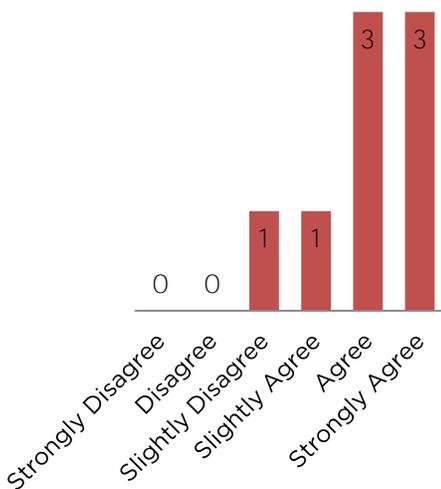
I enjoyed having folks not involved in the program participate in study meetings



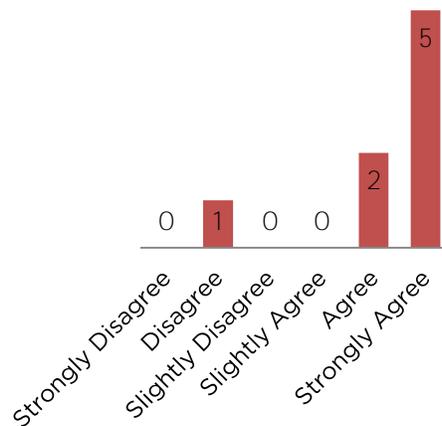
The support space was very important to my experience this summer



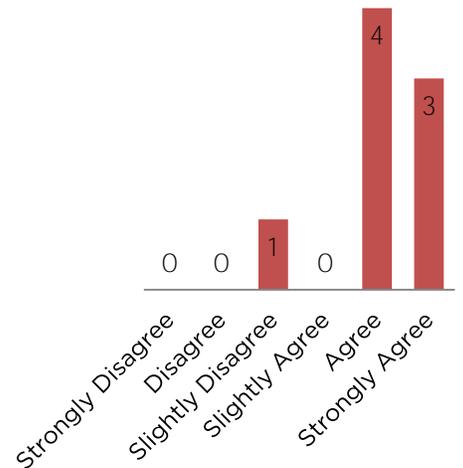
I was able to offer support to others in the space



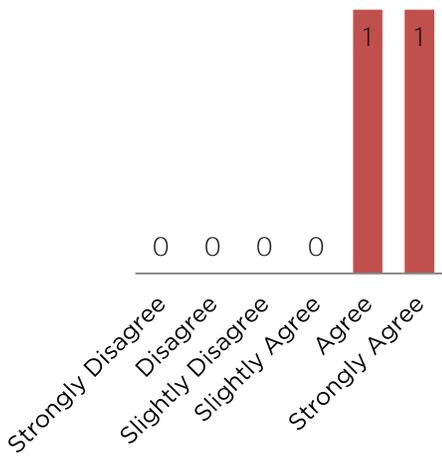
I learned developed skills/practices/concepts that apply to my life beyond the summer



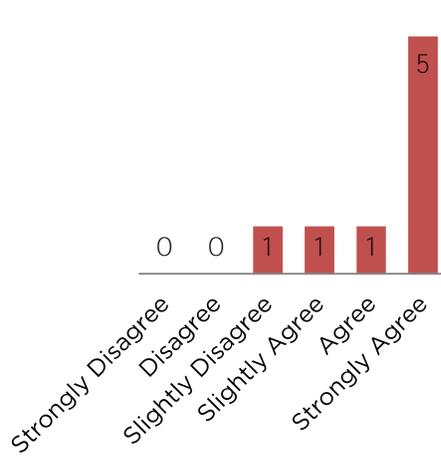
Overall I felt engaged by the activities we did in support spaces



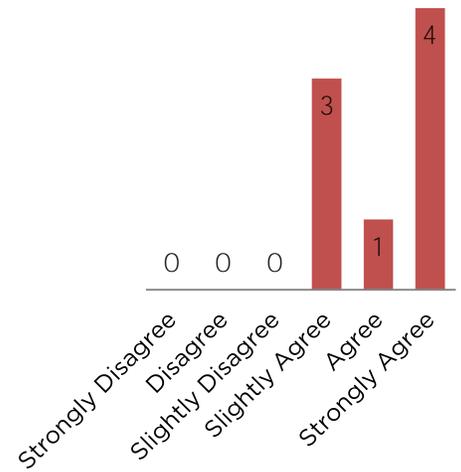
I learned a lot from planning and co-facilitating a support space



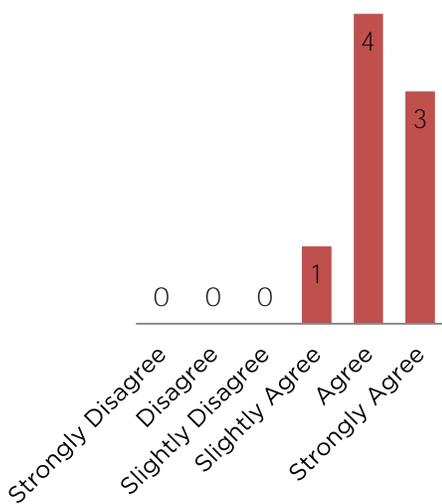
Work with my partner organization was very important to my experience this summer



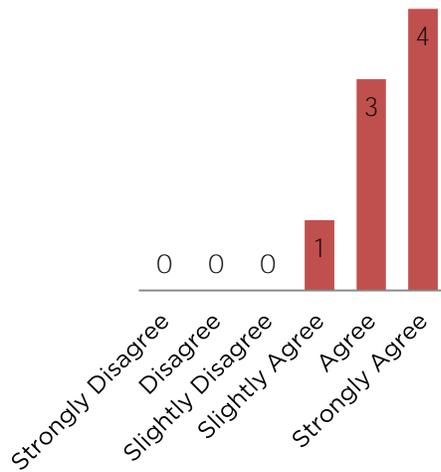
I gained skills that apply to my work beyond the summer



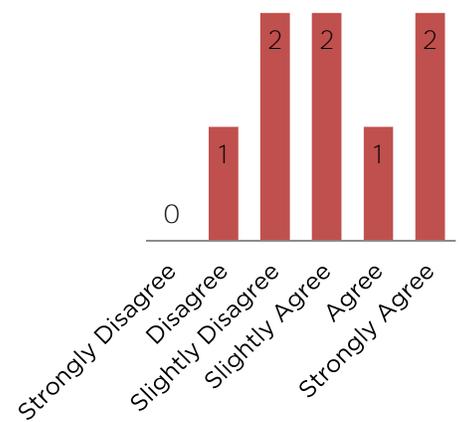
I built relationships that will last beyond the summer



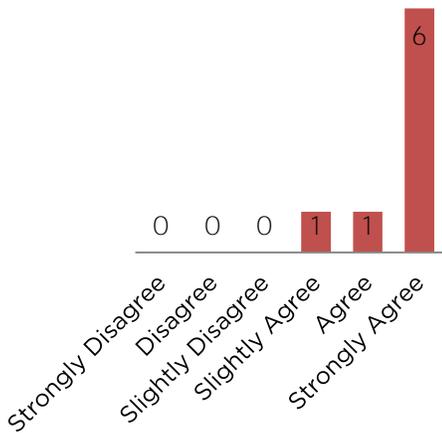
I plan to work with my partner organization beyond the summer project



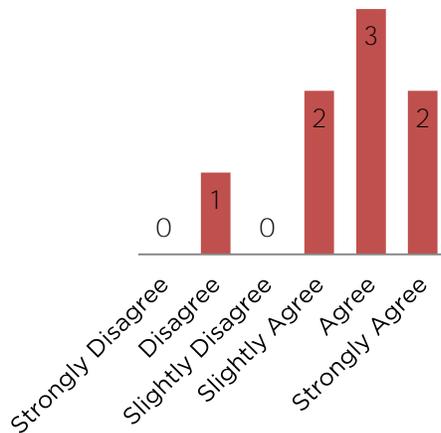
I felt I had adequate opportunities to process my partner org work within the summer program



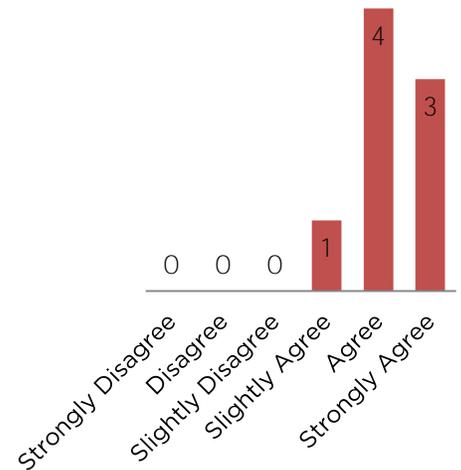
I gained new appreciation for types of social change work I don't usually engage in



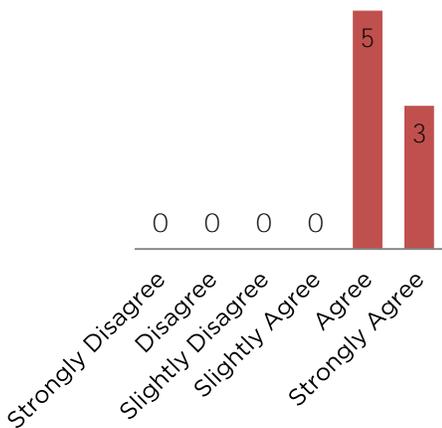
I have a clear understanding of "Just Transition" after the summer



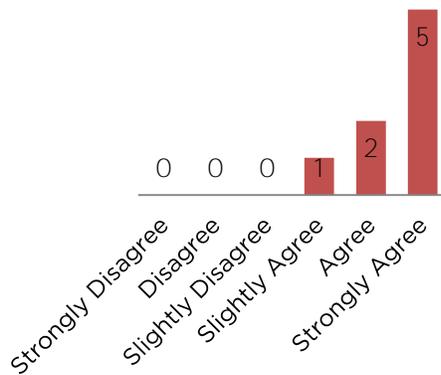
The Just Transition framework is applicable to the work I do



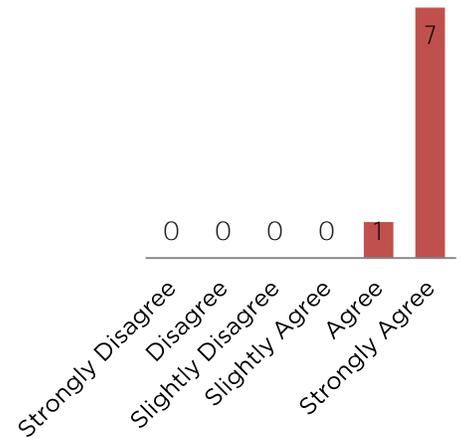
I believe ecological justice is essential to the broader social and economic justice we seek



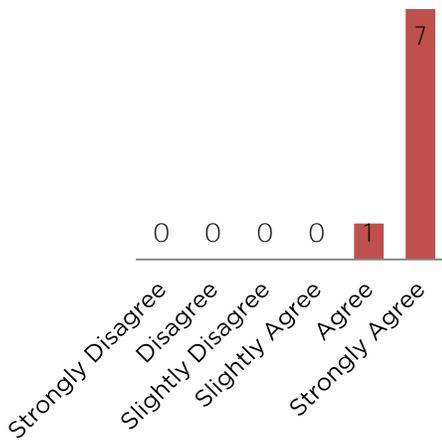
The summer program strengthened my understanding of how ecology and current ecological crises relate to struggles for social justice



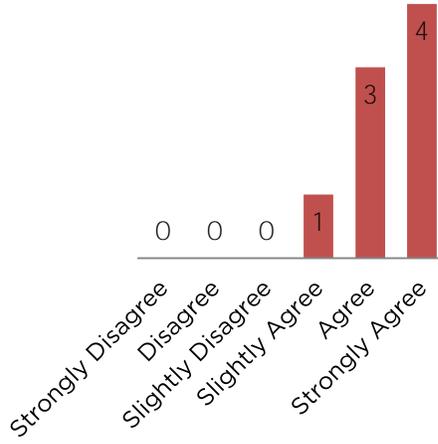
The summer deepened my understanding of the role of support, healing, and emotion in the work I do



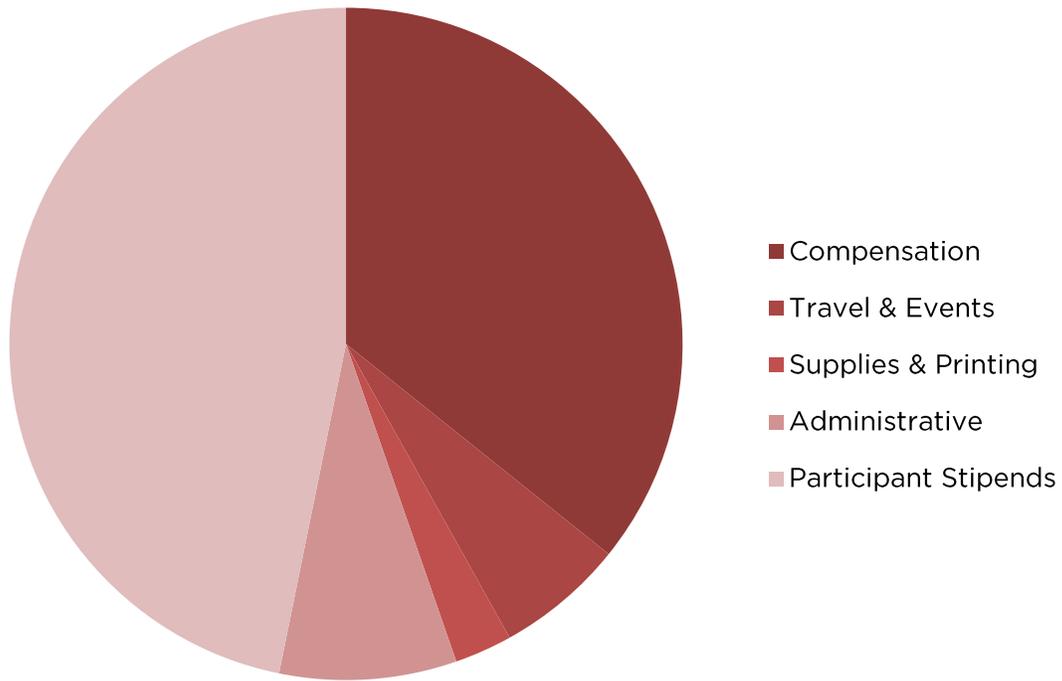
I want to deepen my understanding/skills of support and care and how to apply it to my work



I'm considering how forming a collective or affinity group might support me in work I do



Appendix 9. Budget



Donations	
Private Donors	\$26,114.70
Online Donations (including IndieGoGo)	\$10,206.00
Honoraria	\$150.00
Grants	\$40,000.00
Total Donation Income	\$50,206.00

Project Expenses	
Organizer Compensation and Payroll Taxes	\$16,841.22
Travel and Conference	\$1,611.62
Event Expenses and Space Rental	\$1,299.03
Supplies	\$616.69
Printing/Materials Production	\$717.54
Participant Stipends	\$22,127.50
Administrative Expenses (Paypal and Fiscal Sponsor Fees)	\$4,050.26
Total Project Expenses	\$47,263.86

Net Remaining Funds	\$2,942.14
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