




Building Community Resistance to Police and ICE Abuse

A train-the-trainers guide by Juntos



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Introduction

After the election of 2016 we at Juntos recognized we were in a new moment. It is not that the deportation machine is new. What's new is that it is being unleashed at a scale and with unmasked aggression in larger and more violent ways.

In order to meet the needs of our community and withstand the attack, we needed to shift our strategies. A small core of skilled organizers is not enough. We need to create more leaders to see themselves as integral to creating change. We need leadership development at a mass scale so that the people in the neighborhoods ICE targets gain the skills and the network to defend themselves.

We found ourselves asking, "How do we bring community together? What are ways to respond to raids that are actually effective?"

At the same time, attendance for our events on raids and rights began to drop. Fear was taking hold. And so, if we wanted to get a large amount of people to understand their rights, we would have to come to them, to their homes and at their doorsteps.

An unexpected development around the same time was a flood of allies, not from the neighborhood and

In order to meet the needs of our community and withstand the attack, we needed to shift how we did what we do.

We found ourselves asking, "How do we bring community together? What are ways to respond to raids that are actually effective? How are we involving each others' neighbors where ICE is on the street?"

often non-immigrant, showing up wanting to help. We saw a way forward.

What Are Community Resistance Zones?

In Fall of 2017 leaders of Juntos established our Community Resistance Zones

in a three mile radius in South Philadelphia, a neighborhood that is the immigrant center of the city, home to a large immigrant population as well as other people of color who are consistently targets of racial profiling and raids by police and ICE.

We needed our neighbors to fight back with us. We began by training dozens of our members, those most impacted by these conditions, in a series of leadership workshops that would teach them their rights and to train them to teach their families and friends their rights too.

After the workshops all participants were supported in leading their own workshops from the safety of their homes for those they care for most deeply.

Hundreds of families were trained through these trainings alone. But we didn't stop there.

We would take areas where people were most impacted and create a broader zone of protection.



Photo Credit: Media Mobilizing Project

After the leadership series we followed up with a two day blitz that trained over 250 volunteers to knock over 3,000 doors in the same neighborhood, trained over 2,000 people as allies and community members about what to do if ICE or police raid or stop them and signed up over 500 people in the neighborhood to be resisters.

We convert our neighborhoods' residents from victims of targeting to resisters who have signed up to say "I know my rights when it comes to the police and ICE and I'm ready to defend myself and my neighbors."

Through this work, we convert our neighborhood from victims of targeting to resisters.

Resisters commit to standing up for justice, people who can help you build the power you need to organize in your community. They can be recruited to attend your actions, help you pass pro-immigrant policies, assist in your campaigns and ultimately, become a network of neighbors who you can call on to respond to raids as they happen.

The community resistance zones as a whole are a tool for building up leadership in the immigrant community and an entry-point for who wish to support immigrants.

During this campaign, you knock on doors, train people to know their rights, and activate a whole community. Those who complete the deeper leadership development series that our members hosted in their homes as part of the resistance zones, got Juntos ID's and become block captains in their zone.

Like "Assata Welcome Here" posters in the 1970's or red doors that signalled outposts on the underground railroad, neighbors signify their home is safe by placing a sign in the window.

What's in the toolkit?

This toolkit outlines Juntos' community resistance zones. It includes four workshops to train leaders to fight for their rights, orient first-time facilitators how to run a meeting, and how to tell your story to build power. It also lays out our approach to involving allies in conversations about privilege and the task of protection before sharing how to knock on doors and have front stoop conversations to educate neighbors about their rights.

How should it be used?

This toolkit is designed to teach you how to build an organized resistance in your community among immigrants, people of color, and allies. What you'll find are tools to train members to be leaders and how to tap into a wide network of allies and volunteers to grow your power.


It has all the materials you need for an effective door-knocking campaign.

It contains political education and how-to's to build your own resistance zone and gives your members tools to be prepared to interact with law enforcement, whether through week-end blitzes, monthly events, or however you adapt it for your organization.



Photo Credit: Hope in Focus

COMMUNITY LEADERS
TRAININGS

WE Defied the Bracero program
WE survived the treaty of Guadalupe 1848/1850
WE Survived 1492
WE Defied operation Wetback
WE Defied Reagan
WE Survived Bush
WE Defy 45 and 
we will survive!!
SANCTUARY 4 ALL!

1. CRIMINALIZATION AND IMMIGRATION SINCE 1492.

Objective:

To show that history has impacted the lives of people of color from the days of Christopher Columbus until present day and to place participants' migration stories inside the timeline as well as people's story of colonization from their home countries.

Run Time:

1 hour and 30 minutes

Number of Participants:

10 - 20

Materials:

- Timeline
- Tape
- Timeline Handouts
- Newsprint
- Black sheets of paper
- Markers

Background:

United States history, as well as the history of other countries in the Americas, begins with colonization, genocide and slavery. The criminalization of Black, Brown and Indigenous people has not stopped since 1492. In this workshop, we will review how, policies have been created throughout history to include and exclude certain populations based on demand for exploitative labor, with the ability to create exclusions for large populations based on race, class, gender, health, sexuality and religion. This workshop was built to unpack some of this history.

Agenda:

ICE Breaker	10 Min
Hook/Enroll	10 Min
Timeline Tour	30 Min
Personal Migration Stories	30 Min
Reflection	30 Min

Facilitator Prep:

Create a virtual timeline on the walls of the workshop space by printing up or writing on newsprint sections of the timeline that you find are most important for your audience by date starting from the beginning and working your way around the room. You can also use images you find on the internet to pair with a stop on the timeline.

**This workshop is inspired by the Bridge curriculum from the National Network for Immigrant and Refugee Rights*

Activity 1: Ice Breaker: “10 Things In Common” - 10 Minutes



Do: Hand out papers and pens and break the group up into two different group. Ask each group to come up with a list of 10 things they all have in common (beside the obvious, i.e. “We’re all human; we have two eyes.”)

Whichever teams gets 10 things first, goes first in sharing what those 10 things are.

**You can use any other icebreaker to get people to loosen up and get to know each other, this is just an example.*

Activity 2: Hook/Enroll - 10 Minutes



Say: “What are some reasons that people have migrated or come to the US, either recently or historically, either by choice or forcibly?”

What are some groups or communities that have been excluded from entering the US either now or in the past? Why do you think that happens? How has it been done? What groups or communities have migrated to the US in the past? How have they been treated by people in the U.S.?”



Do: Write up peoples’ responses on newsprint for others to see throughout the workshop.

Activity 3: Timeline Tour - 30 minutes



Do: Break participants up into two or three groups by counting off and have them “tour” the timeline with their small group. Once they are done ask them to return to the circle and get reactions from the group by asking these questions. Write reactions up on newsprint and place them around the room.



Say: Ask any of the following questions:

- What is something that stands out to you on the timeline?
- Are there pieces of this timeline that you think are the same or different from your country of origin’s timeline?
- Who is being criminalized in our history in the US?
- Who is receiving benefits from this system in the US?
- What groups have migrated to the U.S. throughout history? Why?
- How were they treated by people already here?
- How have immigration laws prevented groups of people from coming to the U.S.?
- Who did these laws exclude?
- Who did these laws allow to enter? Why?
- How have different groups challenged injustice?
- What can we learn from their experiences to help us today?
- What are current ways that our communities are being criminalized?

Activity 4: Personal Migration Story - 30 Minutes



Do: Distribute sheets of paper and markers to all participants and ask them to answer the following questions as individuals. Give people 10 minutes to write or draw this for themselves.

When did you/your family come to the U.S.? Why?

Where did you/your family come from?

What part of your countries' history sound similar to the US'?

After they're done, ask them to break out into their groups again and share their stories with each other. (15 minutes)

Ask people to get back together into the circle and each participant can then hang their story up on the timeline (5 minutes)

Activity 5: Reflection - 15 Minutes



Say: Process the activity with the group by asking them...

What is something that you learned today?

What does this have to do with the situation of immigrants and people of color today?

What challenges and injustices do you think immigrants have faced throughout history? How have they changed or remained the same through the years?

TAKEAWAY:

It is important that we all know why we are in the current state today with immigration in the United States as well as understand how history both here and in our home countries has created migration. Many of the reasons why people migrate are beyond any of our control and this is why in our organization, we believe that migration is a human right and that people should be free to move to where they want and need for their own survival.

Chronology of Criminalization and Immigration since 1492

The Beginning

1492: Genocide of indigenous peoples begins with Christopher Columbus' voyage to the Americas. Columbus' arrival establishes the beginning of white supremacy on American soil including slavery of black and brown bodies--a necessary component of colonization. Indigenous communities are killed through war, migration, disease, enslavement and rape.

1619: U.S. Slave trade begins in Jamestown, Virginia and continued to be practiced for over 200 years. Slaves were kidnapped from Africa, forced to work on plantations, whipped, branded, and lynched. Slaves were considered property--only 3/5ths of a human and families were separated during auctions. Slave labor drove the economy and built much of the infrastructure of the colonies that later would become the U.S.

Slavery and the Jim Crow South

1776: The U.S. claims independence from England and sign the U.S. Declaration of Independence stating that "all men are created equal," while denying slaves, indigenous populations, and women basic rights from the beginning of this country's history.

1790, 1798: The Naturalization Act restricts citizenship to a "free white person," of "good character." Citizenship permitted the right to vote, to own properties, file lawsuits, testify in court, etc. Foreign-born People of Color are largely denied access to citizenship until 1954.

1798: The Alien and Sedition Act allows the President to arrest, imprison, or deport any non-citizen whom they believe poses a "national security threat."

1823: The Monroe Doctrine establishes the policy of Manifest Destiny, justifying U.S. political, military, and economic intervention in Latin America and in the Pacific as a deterrent from any perceived threats to the nation. Under the pretext of national security, this U.S. policy created tremendous political upheaval in Latin America and served as a major factor for massive Latino migration to the U.S. of displaced, poor and politically persecuted war refugees.

1830: The Indian Removal Act, signed by President Andrew Jackson, forcibly removed 15,000 Cherokee Native American citizens, at gunpoint, from the South in the U.S. to reservations in Oklahoma. Over 5,000 people died on what is known as "The Trail of Tears" and becomes one of the first uses of detention camps in the U.S.

1846-1848: U.S.-Mexico War: The U.S. invades Mexico seeking control of land and resources. The war ends by signing the Treaty of Guadalupe Hidalgo whereby Mexico is forced to cede over ½ of its territory, including Texas, California, and parts of Arizona, New Mexico, Colorado, Utah, and Nevada. Furthermore, suddenly hundreds of thousands of Mexican nationals now find themselves living on U.S. territory as foreign nationals who soon become targets of land thefts and lynchings, despite promises of "U.S. citizenship."

1850: The Fugitive Slave Act mandated the return of any "escaped" slave without due process or any right to a jury trial. Those found to have helped slaves escape are penalized, opening the doors to prosecute abolitionists (activists who fought to end the practice of slavery) and anyone who participated in assisting escape through the Underground Railroad.

1849: The Gold Rush: California's Native American population drops from about 120,000 in 1850 to 20,000 by 1880 as settlers colonize the West.

1861-1865: The Civil War is fought over the economic interests of the south. In 1863, the Emancipation Proclamation legally frees slaves, although many slaves do not learn this for years. By 1865, the 13th Amendment is signed outlawing slavery, except as a punishment for crime. Slave



labor continues through the prison system.

1865: The Ku Klux Klan is founded to maintain white supremacy through intimidation and violence

1860s-1870s: Reconstruction/Jim Crow: The passage of “Black Codes” criminalizes basic behaviors like loitering or unemployment, leading to the imprisonment of former slaves who are then often required to work on the very same plantations they had left. Lynchings continued to occur.

1882: The Chinese Exclusion Act barred Chinese immigrants from entering the U.S. and authorized deportation of Chinese persons in the U.S. without papers.

1880s-1930s: Progressive Era: The birth of the eugenics movement result in “scientific” studies” released making arguments in favor of white supremacy and launches the founding of juvenile courts and Indian Boarding Schools, an aggressive campaign to “civilize” Native Americans by rounding up Native children, separating them from their families, and forcing assimilation.

1896: Plessy v. Ferguson: The U.S. Supreme Court, on May 18, 1896, by a seven-to-one majority, upheld the controversial “separate but equal” doctrine and allowed racial segregation laws to continue. Facilities could legally be separated by race and signs that declared “Whites Only” abounded.

1898: Spanish-American War: The U.S. invades and occupies Cuba, the Philippines, Puerto Rico, and other Pacific Islands. Hawaii forcibly becomes a U.S. state.

The Turn of the Century

1910-1940: The Great Migration: Over 1 million Black people migrate from the South to the North to escape lynchings and Jim Crow laws.

1916-24 to the 1990s: U.S. military occupation of the Dominican Republic begins. In 1965, 20,000 U.S. Marines invade to prevent the reinstatement of President Juan Bosch, who refused to sell off nationally-owned sugar plantation and industries to private U.S. investors.

1917: Jones Act: Grants Puerto Ricans U.S. citizenship and the forced military draft.

1917: Literacy requirements are established for immigrants, but Mexicans are exempted in order to supply agricultural labor. The Asiatic Barred Zone is created, banning Asian immigrants and the commission of “crimes involving moral turpitude” is first introduced as justifiable grounds for deportation.

1921-1924: The National Quota Act is established to favor European migration as a result of growing anti-immigrant sentiment and increasing power of white supremacists.

1929: The U.S. Border Patrol is created and for the first time introducing separate categories for “legal” and “illegal” immigrants.

1930s: Mass deportations of Mexican workers abound, many of whom are U.S. citizens. (over 400,000 because they are blamed for stealing American jobs during the Great Depression.)

1942-1945: Japanese Internment Camps begin forcing the relocation and imprisonment of over 120,000 people, mostly Japanese U.S. Citizens and residents. Filipinos are reclassified as U.S. citizens who are now eligible to enlist in the U.S. military.

1943: The Bracero Program launches and includes 5 million agricultural workers, mostly Mexican, to make up for labor shortages due to World War II. Mexican nationals are paid lower wages than domestic workers. The Chinese Exclusion Act is also repealed allowing U.S. employers continued ample source and access to cheap labor as needed.



1943: Zoot Suit Riots: U.S. Marines and sailors beat Blacks and Mexicans in Oakland, California resulting in the LAPD arresting over 600 Chicanos, Blacks, and Filipinos for “disturbing the peace.”

The Era of Civil Rights

1950s: Montgomery Bus Boycott (1955), The attempts to desegregate the South and the U.S. through a Civil Rights Movement begins to gain national attention through organized boycotts and organized communities fighting for their rights. Protesters are met with hoses and dogs by police.

Early 1950's: At the same time the first drug laws are passed, -- targeting communities of color, who are attacked through legal mechanisms.

1952: The McCarran-Walter Act eliminates racial barriers to citizenship but continues to exclude gays and lesbians through medical exclusion, subjecting them to deportation.

1954: “Operation Wetback” witnesses the deportation of over several million Mexican people, including many U.S. citizens fueling rampant racial profiling, especially in border towns. Four years later over 3 million Mexicans are deported from the U.S. without court hearings.

1961: Bay of Pigs Invasion: The U.S. supports, through the newly minted CIA, an unsuccessful militarized attempt to overthrow President Castro. Soon after, U.S. President John F. Kennedy's fear of a “Cuban Missile Crisis” fueled by anti-communist sentiment, leads to a military standoff against Cuba where they demanded Cuba to remove all Soviet missiles from Cuban soil, and an embargo begins, which still exists to present day.

1960s-1970s: The peak of the Civil Rights Movement prompts the FBI to use COINTELPRO to target, infiltrate, and imprison many activists, including the Black Panthers, as a way to dis-organize a growing resistance against racism and racist institutions.

The War on Drugs and Latin America

1970s-1990s: The Rockefeller drug laws in NY target communities of color creating “tough on crime” laws allowing for U.S. interventions across the globe and in Latin America through the launch of the “War on Drugs” era.

1973: The U.S. CIA is implicated in prompting a military coup in Chile to oust and kill the democratically-elected socialist President, Salvador Allende, leading to the long military dictatorship of General Augusto Pinochet, resulting in thousands of Chilean refugees to the U.S.

1974: Operation Condor officially launches and lasts for 15 years. Once again the U.S. CIA intervenes in supporting political repression of the left through state terror and assassinations, this time in South America in countries like Paraguay, Bolivia, Argentina, Chile, Colombia and Brazil. Over 60,000-80,000 people were killed and spanned mass migration to the U.S. from people escaping the repressive regimes supported by the U.S.

1980s: U.S. military interventions in Central America under the guise of the “War on Drugs” leads to political instability, war and massive migration from countries like Guatemala, El Salvador, Honduras and Nicaragua. Then President Reagan's Iran-Contra scandal revealed that the U.S aided guerillas in these countries both monetarily and with military backing.

1986: The Immigration Reform and Control Act gives amnesty to approximately 3 million undocumented residents but makes it illegal for employers to hire undocumented workers

1990: Homosexuality is no longer grounds for disqualifying immigrants from entering the U.S.



The Post-Industrial Era

Early 1990's: The U.S. government implements a militarized strategy along the U.S.-Mexico border with Operation Gatekeeper (CA), Operation Safeguard (AZ), and Operation Blockade/Hold the Line (TX), forcing migrants to cross through the desert: Thousands of people die and continue to die attempting to cross the border.

1990s-2000s: The private prison industry booms then busts as crime rates decrease which leads to vacant beds. So new policies like 3-strikes and anti-terrorism laws are designed to further target immigrants and people of color.

1994: NAFTA (North American Free Trade Agreement) goes into effect, leading to economic displacement, lower wages, and increased migration from Mexico. Over 2 million small farmers lost their livelihoods and lands as U.S.-subsidized corn flooded the market and devalued domestic Mexican harvest prices, formal employment opportunities shifted to temporary work such as in maquiladoras (sweatshops) at the border and income inequality exacerbated as poverty becomes widespread.

1995: California passed Proposition 187, denying undocumented immigrants public education, welfare, and health services. This is later found to be unconstitutional.

1996: The "Illegal Immigration Reform and Immigrant Responsibility Act" (IIRIRA) is passed in an effort to increase the detention of non-violent, non-criminal immigrants and leads to the deportation of immigrants for minor crimes. It also raised the income eligibility requirements for petition sponsors, barred persons who crossed the border without authorization from applying for green cards from within the U.S. and severely restricts people's rights to due process. The first spikes in modern deportations arise. The 287(g) program is also introduced, turning local police into functionaries of ICE and allowing them to enforce federal immigration law.

9/11 to Present Day

2001: The PATRIOT ACT: The FBI and the INS are given broad powers to detain suspected "terrorists" and arrest over 1,200 South Asian, Middle Eastern, and African immigrants holding them in unknown locations indefinitely without charges. Most are deported.

2002: Muslim Registry: Arab, Muslim, and South Asian men are required to enter "special registration" or are to be deported. Centralized immigration & law enforcement database begins.

2003: The Department of Homeland Security (DHS) is founded as a response to 9/11, ballooning the budgets for Border Patrol and birthed the Immigrant and Customs Enforcement Agency (ICE), the militarized arm of DHS.

2008: Secure Communities (S-COMM), a deportation program that relies on the partnership of law enforcement agencies with ICE, allowing ICE access to information on individuals arrested and held in jails through databases and contact with local law enforcement agencies ICE issues "detainer" requesting to local agencies to detain suspected undocumented immigrants, spawning a new age in racial profiling and creating the dragnet of deportations through the criminal justice system.

2010: SB 1070: Draconian immigration laws passed in Arizona with support of private prison lobbyists looking to fill detention beds for a profit.

2011: The Immigrants Rights Movement booms nationally, first led by young undocumented activists known as "Dreamers" and soon includes many more families and parents. The Undocubus rides, takes lessons from the Freedom Rides of the Civil Rights era and launches the #Not1More campaign; shutting down ICE offices through protests and arrests across the country.

2012: DACA (Deferred Action for Childhood Arrivals) is introduced. DHS will not deport certain undocumented youth. Under this executive order, youth may be granted temporary protection



from deportation as well as work authorization. The program was rescinded in 2017 under the Trump Administration.

2014-2017: PEP (Priority Enforcement Program) replaces S-COMM and prioritized the apprehension and deportation of immigrants who posed alleged national security threats. Trump is elected and deems anyone in the country who is undocumented as eligible for immediate deportation. DACA is rescinded and many people have their Temporary Protected Status (TPS) removed, making millions closer to deportation.

2018: Immigrants can be held by U.S. immigration officials indefinitely without receiving bond hearings, even if they have permanent legal status or are seeking asylum.





Photo Credit: Media Mobilizing Project

2. How to Prepare a Workshop.

Background:

This curriculum has been designed to ensure there is an effort made to collectively teach and learn. In order to lead any of these workshops you must have a trained facilitator, someone who will lead workshops who ensures collective learning. In this workshop, participants will learn what a good facilitator is, how to best work with various personality types and how to become effective facilitators.

Objective:

To teach participants how to prepare for an effective workshop and what to think through beforehand to make sure it runs smoothly. What is needed to run an effective workshop and why.

Run Time:

1 hour and 30 minutes

Number of Participants:

10 - 20

Materials:

- Newsprint
- Markers
- Workshop Preparation Hand-out
- Ground rules Hand-out

Agenda:

Hook/Enroll	30 Min
Practice	20 -30 Min
Closing	10 Min

Activity 1: Hook/Enroll - 30Minutes



Say: “Many times when we are taught, the teacher uses methods that make it hard for many to retain information. Studies show that interactive and group learning are the most effective ways for people to retain information. Today you will learn how to prepare for an interactive workshop that draws on everyone’s experiences to learn most effectively, what important components to include and how to prepare for it. In the end you will all build your own “Know Your Rights” workshop and plan it. We will begin today by breaking out into two groups



Do: Split the group in half either by counting off by twos or splitting the room in half. Hand each group the words from handout .



Say: In your groups organize your words from what to do first to prepare for a workshop what goes last. You will have 10 minutes to complete the list. Once you are done please tape them up to the wall in the order you decide makes the most sense.



Do: After 10 minutes have each group present the order of their workshop planning and allow each group to describe why they decided on their order. Each group should get 5 minutes to present and for some questions.

After each group gets to present, give everyone a copy of the handouts “Workshop Preparations” and “Ground Rules” and allow the room to read it together and discuss each section when they are done. They can add other ground rules they think are important or add other important pieces to prepare a workshop.

Activity 2: Practice Preparing a Workshop - 25-30 Minutes



Say: We are going to break back up into our groups and this time, based on what we all just learned, you will each design the plan for a “Know Your Rights” workshop for a specific audience. You will all get copies of the “Know Your Rights” hand-out (*page 57*) to distribute and teach people. Make sure to include all of the components in your report back on all of the pieces we discussed. How will you do outreach? Will you need childcare? What about language access? How will you set up the room? What components will you include in your workshops. You will each have 15 minutes

The two scenarios are:

1. Plan a workshop for a group of Spanish speaking immigrant mothers in a local school to teach them their rights about ICE.
2. Plan a workshop for the staff of a restaurant. Some staff speak only English, some staff only speak Spanish.



Do: Break the groups back up and hand out newsprint to each groups with pens and markers. Bring them back together when they are done their 15 minutes. Each group will have five minutes to report back and share how they built their workshop and plan.

TAKEAWAY:

Not every workshop needs to be the same. These are just some best practices for how to effectively lead a room into a better learning environment. We wish you all the best in your planning going forward. Good luck!

Materials for game

Cut along dotted lines

Text people to come	Determine who is your audience
Create the agenda for your workshop	Set up the room
Order the food	Ask volunteers to help with the children
Get your materials; pens, printed materials, name tags, etc.	Get an interpreter
Make a Facebook event	Reserve a location

Workshop Preparation



Who is your audience? Decide who this workshop is for. Is it adults or young people? Is the audience predominantly Spanish-speaking, English speaking, another language? Mostly women? Workers? This is important so you know how to structure your workshop and how to design it so it's appealing for your audience.

Outreach: Once you have established who this workshop is for, make a list of the names and numbers of the people you want there and use different methods to invite them. It's important to call them first for a formal invitation. You can also create a Facebook event and invite people, make a flyer to distribute in the community and finally, the day before and day of the workshop, make sure to text reminders or do reminder calls.

Language: Before the workshop determine if you need to provide interpretation. Ideally, you will tailor the workshop to the language of the community who most needs the information and anyone else who is there will need translation equipment. If you do not have translation equipment, you can split up the workshops into two or three sessions based on language.

Childcare: Will you need childcare? Families are more likely to participate if they know their children will be well taken care of.

Food: Food always brings people together. Even if just coffee and donuts, or a potluck, this can help create an environment that makes people feel at home.

Day of Workshop

- Be there an hour before to make sure the room is clean, at an adequate temperature and to set up the room how you would like.
- Set up the room in a circle so people can see each other and so there is a sense that everyone in the room is an equal. We are all teaching each other.
- Have your materials ready; a copy of your workshop to reference, enough copies of handouts for everyone, newsprint or markers, any materials needed for games, sign in sheets, pens, name tags, etc.
- Go over the workshop in detail before you start. Look over the time slots and keep a timer while presenting to not go over. Respect peoples' time.
- Greet people as they come in. Do you want to have name tags? Sign in sheets to collect people's information? If you do, have that ready before they get there.

Tips for Building the Workshop

Make sure to do Introductions and have everyone in a circle so they can see each other if you can.

Have an Ice Breaker: Before a workshop it is important to get people to loosen up around each other. Games are an excellent way to do that. You can choose games that pertain to the activity you're focused on or pick ones that are just fun to open with. At Juntos, we use several from go arounds where people say their names and answer a funny question to games that make people move like rock, paper, scissors or telephone. You can Google many more icebreaker games online to identify ones you may like beforehand.

Have Interactive Components: Effective workshops have people talking and interacting with each other. Once you have explained to most people the important pieces of any workshop, you can incorporate a "dinamica" or group activity. They can include

- Breakout groups: split the meeting into two or three groups to discuss together what they learned and report back or
- Split them up to do some role playing and act out what they learned or
- Fishbowl exercises; two people are in the middle of a circle with everyone else around them. The two people in the middle act out a scenario while everyone observes and then give them feedback.

What are some other examples of interactive activities that people can do?

Ground Rules

Make sure to establish ground rules as a group so people know how to interact with each other. Some of the ones we use at Juntos, and which we put up on butcher paper before we start are.

One Mic at a Time: Please one person speak at a time to so we can all hear each other.

Step Up, Step Back: If you see that you are speaking too much, take a step back and let others speak. If you see that you aren't participating enough, challenge yourself to speak up and voice your opinion.

Vegas Rules: Share the lessons, not the stories. People need to feel safe that what they share personally, stays in the room.

Land the Plane: Try and keep your statements short and to the point, not long winded

Use "I" Statements: Practice using statements about yourself when giving an example, not others who may or may not be in the room.



Photo Credit: Media Mobilizing Project

3. EFFECTIVE GROUP LISTENING.

Objective:

To identify the various personality types that you may run into while facilitating and identify how to effectively work with each of them.

Run Time:

1 hour and 30 minutes

Number of Participants:

10 - 15

Materials:

- Newsprint
- Markers
- Copies of Personality Types & Behavior Handout
- Copy of Personality Types & Behavior Handout for Facilitator
- Copies of Personality Types For Small Groups
- Facilitator Definition written up on newsprint
- Pencils
- Notepads

Background:

This curriculum has been designed to ensure there is an effort made to collectively teach and learn. In order to lead any of these workshops you must have a trained facilitator, someone who will lead workshops to ensure collective learning. In this workshop, participants will learn what a good facilitator is, how to best work with various personality types and how to become effective facilitators.

Agenda:

ICE Breaker	5 Min
Hook/Enroll	15 Min
Common Personalities	10 Min
Small Group Work	20 Min
Report Backs	30 Min
Reflection	5 Min

Facilitator Prep:

Set up space at least 1 hour before participants arrive

Make copies of all handouts

Write up the following definition on newsprint big enough for everyone in the room to see but keep it covered until you need to reveal it:

FACILITATOR: *A person who takes on the role of “conductor” and guides the conversation and participants through a collective learning process. They do not operate the way a traditional “teacher” or “lecturer” does.*

Rather than being the experts and dispersing knowledge, a facilitator draws knowledge out from the group participants via conversation and ensures that everyone is actively participating in the learning process. They ensure that participants feel heard and validated.

Activity 1: Ice Breaker - 5 Minutes (If Needed)

This particular workshop has been developed without an ice breaker in mind. As this is the 3rd workshop in this series, participants should already feel comfortable enough with each other to be able to work together.

If you feel that participants would benefit from an ice breaker and need an idea, check out the 34 quick icebreakers available at: <https://icebreakerideas.com/quick-icebreakers/>

Choose one around 5 minutes in length.

Activity 2: Hook/Enroll - 10 Minutes



Say: Today we will be learning what makes a good and effective facilitator. Putting a large group of people with different personality types together and providing no guidance can be a recipe for disaster. That is when the facilitator comes in. Does anyone know what a facilitator does?



Do: Write the word "Facilitator" in big letters in front of the room and ask participants, "what is your definition of 'facilitator'?" As participants respond, write them up on the newsprint around the word "Facilitator" in a different color.

Write up everything that people say, even if what they say is not what facilitators do.

You can go back and identify these words at the end of this section.

If participants are having a hard time in coming up with words, throw out some ideas that can help generate participation from others.

Some examples are:

- *A facilitator listens*
- *A facilitator helps lead a discussion*
- *A facilitator ensures active participation from the group*
- *A facilitator brings others along and makes sure people are not left behind*
- *A facilitator draws information out of the group*



Say: Awesome this is all great! So I actually have the definition of what a facilitator is written up. Lets see if what we collectively came up with matches.



Do: Reveal to participants the Facilitator Definition newsprint that you prepared during your facilitator prep.

Go through the list of words that people collectively came up with and identify the words that match the definition of a facilitator and which don't.

Treat this as another collective process. Instead of you identifying if a word matches the definition, ask the participants to identify the words that match.

If you run into words that don't match, have a brief discussion as to why it doesn't match the facilitator definition.

Ex: "Teacher" does not match because a teacher tends to be the only person that speaks or holds knowledge in a learning space. For it to be truly facilitation, the teacher needs to take a step back and allow participants to share the knowledge they have and recognize they are not the only expert in the room.

Once folks understand why the word in question is not a quality of a facilitator, cross out the word.



Say: If we are going to learn how to be facilitators, it is important for us to know what that actually means.

TAKEAWAY:

Remember, a facilitator is not a teacher or a lecturer. The job of a facilitator is to guide the group through a collective learning process and to draw out the knowledge that participants hold. A facilitator is never the only person talking but actually encourages others to do so. The role of the facilitator is to also ensure active participation from the group and to diminish disruptions that may derail the collective learning experience.

Activity 3: Most Common Personality Types - 10 Minutes



Say: Now that we know what a facilitator is and does, let's try and put this into action. One of the important things a facilitator needs to know how to do is how to facilitate different kinds of personalities. Every personality is different and there are pros and cons to having each of them in the room. A good facilitator is able to work with each personality and guide everyone through the collective learning process.



Do: As a large group, read out the 7 personality type characteristics one-by-one from the "Personality Types for Facilitator Handout."

The 7 personality types we will discuss today are:

- The Arguer
- The Conversationalist
- The Distracted
- The Complainer
- The Rambler
- The Silent
- The Truant



Remember: Do not read the solutions out loud!



Do: Divide the large group into 3 smaller groups by having participants count off by three's.

Try to have them as even as possible but it's ok if one group is larger than the rest. Once participants have divided into their 3 groups.

Assign each group one personality type to discuss. If you don't have enough small groups you can either give each group more than one to discuss or assign the top personality types you want to troubleshoot together. Give each group markers and a large piece of newsprint and give them the description of the personality they were assigned.

Activity 4: Break-Outs - 20 Minutes



Say: As you think through how to work with these individual personality types, remember, the end goal of the facilitator is to guide a group conversation and to ensure a shared learning environment is possible. **You do not want to drive away individuals from the learning experience** but rather get them to understand their behaviors are impeding the collective process. Discuss as a group how you would address working with your personality type and write up your responses on your newsprint. Designate 2 people from your group to give a report-back to the larger group.



Do: As the groups start working on their tasks, make sure to walk around the room and pay attention to what each group is saying and doing.

- Make sure to answer any questions people may have.
- Make sure to give each group equal levels of attention.
- Give participants a warning when they have around 2 minutes left in their allotted time. Once time is up, bring the groups back together.

Activity 5: Report-backs - 30 Minutes



Do: Bring the groups back together and have the representatives of each group report back their findings to the larger group.

- Each individual group report-back should take around 3 minutes at most.
- Set a timer to ensure no one group reports back longer than the other.
- Pay close attention to how each group is reporting back and take notes on their tactics on working with each personality type.



Say (After each reportback): Awesome job! Ok everyone, what did you all think of this group's tactics? Remember the definition of a facilitator we agreed upon. Does this group's tactics go with or against that definition?



Remember: Each discussion after every group reportback should be no longer than 6 minutes. Set a timer to ensure that the discussion after one group doesn't cut into the report time of the next.



Do: If any of the tactics provided go against the definition of a facilitator, flag them and have a group discussion about why that tactic doesn't make sense

Example: Telling the "Talker" personality to "shut up" might actually hurt their feelings, cause them to become silent or make them not feel welcomed in the space.



Do: Ask participants to circle any tactics that go along with the definition of being a facilitator.

Example: Asking the "Silent" personality if they have any thoughts or ideas they would like to share with the group and giving positive feedback might encourage them to participate more.



Do: Continue the reportbacks and dialogue until every group has reported back

Afterwards go through the remaining 4 personality types from the "Stereotypes and Behaviors for Facilitator Handout" that did not get chosen and read out loud their behaviors. Ask the big group to offer solutions after each one, taking 1 to 2 minutes max for each of them.

Activity 6: Reflection - 5 Minutes



Say: As you can see there are many different personality types that you may encounter when doing facilitation. It's very important for you all as future facilitators to be able to identify each personality type so that you know how to best accommodate them and ensure that any distracting behaviors don't prevent the collective learning process. Remember that as a facilitator you do not want to scold or reprimand any one individual, instead, it is your job to get them to see that their behaviors are preventing the rest of the group from moving on and encourage them to actively participate in the conversation.



Do: Hand out the "Personality Types & Behaviors" sheet to all participants.










Say: In this sheet you each have a summary of every one of the personality types as well as some suggestions on how to work with each of them. If you want, feel free to go around the room and look at everybody's newsprints and see if there are any tips or tactics that you may want to take away as well.

With that, you are all done with your facilitation workshop!



Do: Cheer!

How to Facilitate Different Personalities

<p>The Arguer</p> 	<p>The Complainer</p> 
<p>Behavior: Disagrees with everything you say, makes personal attacks, or combative to the detriment of other learners.</p>	<p>Behavior: Frequently complains about workshop content, policy or procedures</p>
<p>Possible Response: Let the participant know that you value his/her contributions, acknowledge positive points and redirect question to group/supportive individuals</p>	<p>Possible Response: Listen to the participant's concerns, indicate that you will discuss the problem with the person in charge if you think the complaint is valid or inform the participant of the rationale for the particular action/policy.</p>
<p>The Conversationalist</p> 	<p>The Rambler</p> 
<p>Behavior: Begins side conversations that are disruptive to you and others or frequently asks neighboring students for help because was not paying attention</p>	<p>Behavior: Wanders off the subject, uses far-fetched examples or analogies, and volunteers too much information</p>
<p>Possible Response: Make eye contact, ask him/her if they would like to share their ideas, or casually move toward the person who is talking</p>	<p>Possible Response: Refocus attention by restating relevant point and direct questions to group that is back on the subject.</p>
<p>The Distracted</p> 	<p>The Silent</p> 
<p>Behavior: Does not make eye contact, surfs the web on computer, or appears to be daydreaming</p>	<p>Behavior: Rarely speaks up and does not readily interact with others</p>
<p>Possible Response: Make direct eye contact, insist on turning computer monitors off during discussion, or direct a question to someone right next to the inattentive student</p>	<p>Possible Response: Give strong positive reinforcement for any contribution, involve directly by asking him/her a question, or appoint to be a small group leader during small group activity</p>
<p>The Truant</p> 	<p>Behavior: Frequently absent and often late if present.</p> <p>Possible Response: Establish mutual expectations of starting/finishing on time, ask student if there is a time/schedule conflict, and emphasize policy on or requirement for attendance.</p>



Instructions for each group: Write up on your groups newsprint what are some ways that you as a facilitator can help guide this personality type back to the larger group conversation. (Cut out the personalities and distribute at least one to each small group)



The Conversationalist

Begins side conversations that are disruptive to you and others or frequently asks neighboring students for help because they were not paying attention.



The Distracted

Does not make eye contact, surfs the web on computer or phone, or appears to be daydreaming



The Complainer

Frequently complains about course content, policy or procedures



The Arguer

Disagrees with everything you say, makes personal attacks, or combative to the detriment of other learners.



Instructions for each group: Write up on your groups newsprint what are some ways that you as a facilitator can help guide this personality type back to the larger group conversation. (Cut out the personalities and distribute at least one to each small group)



The Rambler

Wanders off the subject, uses far-fetched examples or analogies, and volunteers too much information



The Silent

Rarely speaks up and does not readily interact with others



The Truant

Frequently absent and often late if present



STAND
TOGETHER

NO STOPPING
6:00 - 9:00
30 - 60
NO STANDING
EXCEPT DROP OFF
→



KEEP

Familias
Unidas

4. HOW TO BUILD POWER THROUGH EFFECTIVE STORYTELLING AND COMMUNICATIONS.

Objective:

To teach participants effective communications skills when it comes to telling their own stories. To teach participants the importance of their story and their leadership in developing solutions to problems.

Run Time:

1 hour

Number of Participants:

10 - 15

Materials:

- Big Paper
- Markers
- Projector (required)
- Speakers
- Laptop
- Internet Access or downloaded videos
- Notepads or loose papers with clipboards
- Pens/Pencils
- Qualities of a Great Communicator Handout
- How to Build a Story handout

Background:

In this workshop participants will learn how to effectively tell their stories in a way that moves forward a campaign or organizing strategy. Too often, the narrative around immigrant stories is told by others who do not have this experience or it is done in a way that robs people of their power and instead victimizes them. After going through this workshop participants will be able to effectively tell their stories and be able to open future workshops they facilitate grounding the session in their lived experience.

Agenda:

Ice Breaker	5 Min
Hook/Enroll	5 Min
Video Interview Examples	10 Min
Break-Outs	15 Min
Practice	20 Min
Reflection	5 Min

Facilitator Prep:

- Set up the space at least 1 hour before participants start arriving.
- Set room up in a semi circle (nobody should have their backs to anyone else)
- Set up projector, speakers and screen/wall
- Test the audio/visual/internet connection for the videos
- Make copies of all handouts

Activity 1: Ice Breaker: “Telephone/Whisper Down the Lane” - 5 Minutes



Say: Before we get started though, let’s do a quick ice breaker to get to know each other and get us in the right mindset for the workshop. Has anybody ever played “Telephone” or “Whisper Down the Lane?”

(If someone raises their hand, ask if they would like to explain how the game works)



Say: In this game, we will all stand in one straight line and I (the facilitator) will come up with a phrase that that we will have to make sure makes its way all the way down the line without any changes to it. If the phrase makes it all the way across without changes, we win that round. If the phrase makes it to the end and it is different we lost that round.



Do: Come up with a few phrases that can be used for the game. Ideally they will be phrases related to the type of organizing/campaign work that individuals are doing. Depending on the size of the group, you should be able to do 3-5 rounds before your 5 minutes are up.

Don’t limit yourself, chants and slogans can be used as phrases for the game.

Some samples phrases to use are:

“Immigrant communities organize to fight back against racism”

“No ban, no wall, sanctuary for all”

“We must expand the definition of sanctuary”



Do: After the 5 minutes are up, bring the group back into the larger circle and close out.



Say: Don’t let the term “Communications” scare you. These past 5 minutes we’ve all been actively partaking in communicating and in storytelling.

TAKEAWAY:

Most likely, the shorter the phrase, the more accurate it was once it made its way down the telephone. That same concept applies when telling our stories. We need to be concise and straight to the point for our messaging to be effective.

Activity 2: Hook/Enroll - 5 Minutes



Say: Today we are going to learn how to tell your story in a way that actually builds power and can help move forward whatever campaigns folks may work on in the future. While it may sound simple, there is a difference between simply “telling your story” and building power through your story telling. The latter is achieved through careful word choice, connecting your personal story to a larger systemic issue and providing a viable solution for the audience.

Activity 3: Video Examples- 5-10 Minutes



Say: Before we discuss how to build out your story, we need to identify what makes a good storyteller. You can have the most compelling story in the world, but if you can't deliver it, your audience won't receive its full impact. Lets watch two short clips of some speeches and see if we can identify some good public speaking practices.



Do: Show videos. See digital version of manual for links to the videos. While videos play, set up 2 pieces of newsprint somewhere visible in the room. Label one "Good Public Speaking" and the other "Bad Public Speaking"



Say: Alright, now that we saw those two examples, let's discuss. What are some things that worked in the clips and what are some things that didn't?



Do: Lead group in discussion. Ask participants to identify things that they liked and didn't like about the 2 video examples. Write up their answers on the designated piece of newsprint.



Do: Hand out "Qualities of a Great Communicator"

TAKEAWAY:

There are certain qualities that people possess that make them good communicators. While some people may be more comfortable in front of a crowd than others, everyone can learn to embody these 5 qualities to ensure their message gets across. The 5 qualities are: *Confidence, Brevity, Clarity, Discipline, Personal.*

Activity 4: Break-Outs- 15 Minutes



Say: Now that we have identified the qualities of a great communicator, let's learn how to frame our personal stories. Remember, we're not just "telling our story." We're building community power through storytelling. Everytime you tell your story you should assume that you are speaking to an audience that may not know all the background or why the point you are trying to make is important. You can assume that you are speaking to people that have the same core values as you, like fairness, equality and opportunity. The people who share your values are the ones you are trying to move and motivate.



Do: Split up the group so that every participant is paired with another. If there are an odd number of participants, create 1 group that is made up of 3 people.



Say: What we're going to do now is work in pairs to write out, draw or tell your own power building stories and then we'll take some volunteers to practice telling their story publicly to the whole group.



Do: Pass out "How to Build a Story" handout along with pens/pencils/markers and writing surfaces.



If participants need more paper to write on, hand it out.

Say: Every pair has 15 minutes to either write down, draw or talk out their story. Follow the prompts on the handout and remember to think back to some of what you all liked from the video examples.



Remember: As the facilitator, you should walk around the room checking in on each pair and answer any questions they may have. Also, remember to give the group a warning when there's about 2-3 minutes left.



Say: Ok, let's bring it back together! How did folks feel with that?

Do: Take some feedback reactions.

Activity 6: Practice- 20 Minutes



Say: Ok, now that all of us have our stories ready, we're going to need a couple of volunteers to share them out loud. Remember that this is just a practice, so we'll be able to provide feedback after you present as well. (Depending on size of room you can take 2 - 3 volunteers)



Do: After each volunteer has demonstrated, make sure to encourage everyone to clap for them. Then, using the "Qualities of a Good Communicator" handout as reference, give constructive feedback to participants.

TAKEAWAY:



Say: Remember that practice makes perfect. The goal was to give you the tools to learn how to tell your story in a powerful way that can help move forward your advocacy or organizing.

We tell our stories in a lot of different ways and venues. One place where it will be extremely helpful in being able to tell your story is in the opening framing of any of the CRZ workshops in this manual. Being able to share your story can both illustrate why the CRZs are important and encourage people who have similar experiences to fully participate in them.

When telling your story, remember that you are the expert in your lived experiences, which means nobody needs to speak on your behalf. The story building framework can also be used when it comes to writing speeches, press advisories or even videos. Just remember to practice, practice, practice and you'll be on your way.

HOW TO BUILD A STORY (AND POWER ALONG THE WAY)

When we hear stories about us being told by people who have no personal experience on the topic, they tend to feel a bit off. In movement building or organizing, hearing and sharing stories by those who are not affected actively hurts the work we do because 1) The content doesn't feel genuine and 2) Those who are truly impacted by an issue are actively being silenced.

By using this worksheet, you, the person most impacted by the issue you are speaking about, will be able to bring your personal experience to the forefront at the same time that you are offering your audience a solution to the problem at hand. After all, you are the expert.

(Feel free to use the back of this sheet if you run out of room!)

Guidelines.	Write Your Story Here!
<p>1. Who are you? You need to set the scene in your opening remarks so that the audience knows who's speaking to them. Make sure to introduce yourself fully. This is also where you want to include your personal narrative. Make it clear that you have a personal connection to the problem. Use your words to paint a picture!</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. What's the problem? When can't address the issue if we don't know what it is, call it out by name. Be specific! If possible use facts to elaborate on why this is a problem (your personal experiences are facts btw) Elaborate on how the problem has personally impacted you.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. What's the solution? It's not just doom and gloom. As the expert on this, what is your solution? Be specific, is it a policy change, ending a contract, etc. Mention who has the power to make that change and who they need to listen to. Give your audience something to do!</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

QUALITIES OF A GREAT COMMUNICATOR

COMMUNICATOR QUALITY	HOW DOES IT LOOK IN ACTION?
CONFIDENT	<ul style="list-style-type: none"> • Have “open” body language - Stand tall, don’t cross your arms, speak firmly. • You’re the expert! - Nobody knows your story better than you and people need to hear from you.
DIRECT	<ul style="list-style-type: none"> • Quality over quantity - Don’t add any extra “fluff” that you don’t need to, only share things that are relevant to your story. • You’re on a mission - You’ve got a point to make and not a long time to make it, state it and bring it to a close.
CLEAR	<ul style="list-style-type: none"> • Slow and steady! - We all ramble when we’re nervous. Speak slower than you think you need to and articulate your thoughts well. • Breathe! - If you find yourself rambling, finish your thought and take a deep breath. You won’t be heard if you’re out of breath.
PERSONAL	<ul style="list-style-type: none"> • Be real! - This is your story, you should be genuine when you tell it. Don’t run from your emotions.
FACTUAL	<ul style="list-style-type: none"> • Nobody likes a liar. - Stick to what you know. You don’t need to be an expert on everything. • Be trustworthy! - Your audience needs to know they can trust you, so don’t say anything that you don’t know to be true. •
EFFICIENT	<ul style="list-style-type: none"> • Focus! - Stay on track and drive your point home. • Practice makes perfect! - The more you tell your story, the easier it gets. Practice before you go public!





How We Built a Community Resistance Zone.

This section is explicitly focused on how to build up to signing up resisters and building up your neighborhood to fight back.

Here is what you will need, the workshop agendas for allies, and sample materials to run your canvass...

Recruit Volunteers

Recruiting volunteers is one of the most important things to do before anything else for a Community Resistance Zone. They are the cornerstone of an effective door knocking campaign. There are literally hundreds of people who want to support your work right now, you just have to find them. It can be as simple as having a sign-up sheet or you can do an online form to gather people's information. You can find people by:

- Recruiting people in the community
- Posting information inside local businesses and restaurants
- Working with local churches and places of worship
- Reaching out to your local unions
- Tabling at local community events
- Reaching out to local schools and universities or flyering outside of schools
- Setting up a phone number for people to call in and ask to sign up.
- Consider working with a local organization that has done voter registration door knocking

These are just a few examples but you can brainstorm dozens of other places or ways to gather

information for volunteers for your canvass. Always make sure to have a sign-up sheet that includes people's full names, phone numbers, emails and what languages they speak. This will be important for when you need to reach out to them later and also for how to organize the door knocking.

Build up Volunteer Roles

Make sure that you are clear with volunteers what you will need them for and assign them specific tasks, depending on what you decide you will need to execute the events. Do you need childcare? How many people will bring their families with them? Are your events child-friendly? What about language? Do you have interpretation for people who speak different languages? Below are some roles we have created for past volunteers during canvassing.

- Volunteers to welcome and register people
- Translation and interpreting for day of and of materials
- Packet makers
- Servers for food and snacks
- Childcare
- Canvassers/Door knockers
- Volunteers assigning people sections to canvass
- Data Entry - collecting sheets, organizing and digitizing them
- People to help set up and break down the space at the beginning and the end of the day
- Driver (optional; decide first if the locations are too far apart to walk)

Photo Credit: Media Mobilizing Project





How to do Outreach

You have to determine when you want to do the door knocking and how. Once you do, you have to promote it. There are many ways to get people excited. Some of the best ways to reach an audience are through social media or flyers. Once you have established your volunteer list, make sure to stay in touch with them leading up to the day of the canvass. The canvassers/door knockers should be the bulk of your volunteers. They should be trained prior to hitting the doors with the ally trainings that are in the manual. As the event nears, you should make time to make reminder calls or texts so that your volunteers are ready to come and engage with you. Here is an example of a volunteer outreach email. In this example we chose to do shifts, but this is not completely necessary for door knocking:

Dear volunteer,

My name is __ and I am __ with __ (organization).

I wanted to reach out to everyone and invite you to help us with the Community Resistance Zones (link any online event information here) on __ (date). This campaign will be a huge step in securing the [insert your town or neighborhood] community by educating people on their rights door to door.

Right now I'm looking for volunteers to sign up for the following roles:

Canvassers - sign up for a shift here online

These volunteers will go door to door with folks from our community and other organizations and create the CRZ. These folks will be trained prior to hitting the streets and provided will all the materials necessary to execute the campaign.

Data Collection - sign up via e-mail

These volunteers will help with sign in and out of canvassing materials, the collection of turf packets and will debrief canvassers; We're looking for folks to come either in the morning 10am-2pm or evening 2-6pm. Full day shifts are available as well, but not completely necessary.

Childcare - sign up via e-mail - need 5 people each day

These volunteers will assist in childcare while parents receive training. Parents are expected to take their children canvassing with them, so childcare will be in shifts 9am-3pm on each day.

Set up & Break Down - sign up via e-mail - 2 people each shift

Set up 8am-10am

Break down 5-7pm

Thank you and please call our office xxx-xxx-xxxx with any questions comments and concerns, or for more information.

{Sign off}

Another great way to do this is call your members individually and invite them to join you. You can ask similar questions when calling volunteers and mirror the information in a call.

Language Access

All workshops and canvasses should look into what languages they will need to be translated at the events beforehand. Consider partnering with a local group that provides language services to communities whose first language is not English. If not, we recommend ensuring you recruit volunteers for this role specifically.

If you plan on running the workshop in multiple languages you will need to acquire interpretation gear -- transmitter and receivers -- and prepare the room with an area in the back for interpreters.

Childcare

Depending on your base decide if you might have a larger turn out if folks had the ability to come with their child. People are more likely to volunteer, engage and learn if they are parents and they know their children can come and will also be well taken care. This applies to member and allies. Based on that you should determine whether your event is a child friendly event and if so, recruit volunteers to help you create the environment by providing activities, toys and snacks for children and child care providers. The room should be child proofed, meaning removing sharp objects that might be in the space and making sure you have a blanket for any young children, among other steps to take.

Food & Water

An important part of keeping your volunteers and members motivated throughout the day is food. Depending on how long of a day you plan to host and train people, you will want to make sure you provide at least snacks and water. If you plan on keeping folks for more than four hours, it might be a good idea to provide breakfast, lunch or dinner. Make sure you are giving participants snacks that are portable that they can take them with them if they are knocking on doors as well as water bottles. You may want help in distributing snacks and water depending on how many volunteers are there to help set up the event.

How to Determine Where you will Knock on Doors

When creating the area where you would like to door knock, try and be as strategic as possible about its constituency and who you think needs to receive the information. Your resistance zone should be in the same neighborhood where people who are most impacted by ICE and police live, as they are the reason you are doing this work. If you live in a city and you choose a densely populated area, most people can walk to knock on doors. If you live in an area where homes are more spread out, you may need to rent cars or get volunteer drivers to help people get around.

How to Build and Split up your Map

First decide what neighborhood you want to canvass. Then decide how many doors each canvasser can hit, which will be based on how far apart the houses are. If you picked a dense neighborhood people can hit more doors because they are close together and can walk. If the houses are further apart this may take longer. You should also decide how long people can door knock without getting too tired. Is that two or three hours? Once you decide on these numbers you can start breaking up your map into sections. Make sure the squares you chose per canvasser are manageable. Each section should be essentially where you want one person to hit. Once you break out your full map you'll have a sense of how many people you will need to knock on every door in a neighborhood.

We recommend that you try and blow up your map and hang it somewhere with lines drawn around your sections so it's easier to see. You can get this done at a local copier. This makes it easier to hand out turf. Draw up your lines and if it makes it easier for you, you can assign each section a number. Once you assign a turf to someone you can check off the section on your map and keep working until you are done, however long that takes.

People can door knock by themselves or they may like to go out in pairs. Be attentive to language. If your volunteers speak different languages, pair up canvassers who can communicate with one another.

Picking a Headquarters and Getting People to their Turf

Where you want to execute the day is important. Ideally, you will find a place that is in the middle of your map. This will make driving or walking to your turf much easier. If this isn't possible, you may need to consider shuttling people in vans or have volunteers who can drive people to their turf. If you plan on making the route accessible on foot, make sure you are not designating areas over one mile away, as this will exhaust your canvassers and they might lose interest in helping you again. If you plan to drive people yourself. You can create schedules for drop off and pick up. Make sure to have a sign in sheet for people taking the shuttle that includes their full name and cell phone number, that way you can keep track of who needs to be picked up.

What to Include in Canvasser/Door Knocker's Packet (and why)

Every canvasser will be sent out to knock on doors with their own folder to recruit "Resisters" with some tape and pens. The folder will include the following...

- **Resister Packets:** make sure you have enough packets for as many doors as you believe canvassers will hit on their turn. We gave each door knocker around 25-30 packets just to be safe. Each packet contains:
 - **CRZ Poster:** This poster should have an image in the front and detailed know your rights information on the back. (p61-62)
 - **A Know Your Rights Card:** This card lists an individual's rights in English and Spanish (p60)
 - A detailed **Know Your Rights Handout**, in English and Spanish (p57-58)
 - **A Canvass Tracker:** This is a sheet detailing what area the door knocker covered, who's door was knocked and how they reacted. This sheet is most important for getting to know your constituency. (p59)
 - **A Resister Sign-up Sheet:** When you successfully get someone to sign up to be a resister, they will sign up on this sheet. The sheet collects their name, email and phone number so you can stay in touch as you build resistance. (p63)

What to do with the information when people are done canvassing

It's best to have as many volunteers to collect and review the returning documents as possible. This includes

- Someone collecting the canvass packets that were not distributed
- Someone checking that forms are filled out properly, it includes names and address, whether the form is legible, etc.
- Several volunteers to enter data into a Turf Tracker Document

It will be up to you to decide when you enter the data and how many people have access to it. It is important to keep the data in a safe and dry place. If possible, enter the data right away so that you can follow-up with neighbors recruited to be resisters within 24 hours.

Sample day-long agenda for CRZ canvassing

At Juntos we chose to take two different approaches to running the Community Resistance Zone training and door knocking. Depending on your capacity and number of volunteers you can choose to do a more simplified version of the example below. The example itinerary is how this training was run over a weekend (all day Saturday and Sunday). We chose to do this blitz to maximize our impact over a 48 hour time frame the first time, running three trainings shifts per day for two days.

After this large hit we decided to continue with the same structure but this time at a much more relaxed pace, running only one shift that includes training and door knocking, per month. You can choose whichever time frame you think is best to maximize your impact in your communities, this is not a race. If you find that taking more time to door knock is having better results, stick to whatever feels best for canvassers and your team.

Shift 1
9am arrival
9:15 start know your rights training
10:00 start canvass training
10:30 assigning turf and distribution of materials
10:45 canvassers head to turf. Canvass for 2.5 hours, return by 1:30pm
Shift 2
11am arrival of second canvass shift
11:15 know your rights training
12:00 canvass training
12:30 assign turf and distribution of materials
12:45 canvassers head to turf. Canvass for 2.5 hours, return by 3:30pm
1:30 -- First canvass shift returns, eats lunch, debriefs.
Shift 3
1:00pm: arrival of third canvass shift
1:15 know your rights training
2:00 canvass training
2:30 assign turf and distribution of materials
2:45 canvassers head to turf. Canvass for 2.5 hours. Return by 5:30
3:30 -- Second canvass shift returns
5:30 -- Third canvass shift returns

** Set up the canvass with access to one room for canvassers who are being trained, one room for canvassers returning from a shift, one room for food and down-time, and one room for child care.*

TRAININGS FOR ALLIES



Photo Credit: Media Mobilizing Project

5. Ally Training 1: Knowing Our Rights and Privilege.

Objective:

How allies can support communities of color, engage in conversations about privilege, learn their rights and learn how to safely document police or ICE.

Run Time:

1 hour

Number of Participants:

10 - 30

Materials:

- Know Your Rights Handout
- Projector
- Speakers
- Internet connection or downloaded videos

Background:

This workshop was designed to engage allies in a meaningful dialogue about privilege and how it can be used. This workshop will challenge participants to understand the true meaning of being an ally to marginalized and oppressed groups. After running this workshop participants should have a better understanding of their own privilege, which may be difficult to come to terms with for some but ultimately, be a key motivation for their interest in supporting communities in a meaningful way. Once completed, participants should be able to educate more people on their rights, regardless of immigration status or race.

Agenda:

Ice Breaker	10 Min
Hook/Enroll	5 Min
Step into the Circle	20 Min
Know Your Rights Discussion	20 Min
Reflection	5 Min

Facilitator Prep:

- Set up the space at least 1 hour before participants start arriving.
- Set room up in a semi circle or circle. (Nobody should have their backs to anyone else)
- Set up projector, speakers and screen/wall
- Watch the videos before coming to the workshop
- Make copies of all handouts you need
- Gather all of your materials

Activity 1: Entourage - 10 Minutes



Do: Break the group up into pairs.



Say: Each pair will engage in a battle of rock, paper, scissors; best out of three. Whoever wins that battle will battle another person who won in their pair of rock paper scissors. Whoever lost the original battle becomes a fan of the winning partner and cheers for them at the next battle.

This continues to happen until there are two people left with their entourage of supporters to battle out one final game of rock, paper, scissors.

Activity 2: Hook/Enroll - 5 Minutes



Say: Now that we have a sense of what it looks like to go from 1-on-1 interactions to a base for a movement. Thanks to the game we just played, let's explore how this concept can be enacted in a larger scale. Today we are here to build out a Community Resistance Zone, a neighborhood designed to fight back against the criminalization of people of color at the hands of ICE and/or police. This is accomplished by building a network within the communities in three ways by.

1. Training people on their rights as it pertains to police and ICE
2. Identifying who are our friends and allies in our community who will stand up with us against abuse and racial profiling.
3. Training our friends and allies on what to do if they witness a police stop or raid.

A key component of this process is being able to identify the different levels of privilege that we all carry in one way or another, so we can use the privileges we have to stand up for others.

Activity 3: Identifying Privilege: Step into the Circle - 20 Minutes



Do: Get the group into a circle and remember to ask each participant to step out of the circle after each observation.



Say: We are going to do a silent activity that we believe is important for us to engage in before we learn more about our rights. Please leave your comments until the end. I will say a statement and, in silence, if the statement applies to you, please step into the circle. Make sure to look around and observe what you see. Who stepped in? Who didn't step in? Then, upon instruction, step back out.



Reminder: Each round of step into the circle should last no more than 10 minutes. Allow yourself 5 minutes for the action portion and 5 minutes for the discussion in each round. Set a timer to remind yourself.

Round 1: Say, "Step into the circle if"

- You love your family
- You have ever had a traffic ticket
- You have ever been stopped by the police
- You have ever been afraid of the police
- You have ever been afraid of the police because of the color of your skin
- You have ever witnessed a police stop a person of color
- You have ever witnessed a raid

**Discuss this round before going into round two.*

Round 2: Say, “Step into the circle if”

- You are an immigrant
- Your parents were immigrants
- Your grandparents were immigrants
- You or someone you know has ever been deported
- You or someone you know has experienced an ICE raid



Reminder: Once each round of activity is done and participants have stepped out of the circle. Move to the discussion section.



Say: Alright, now that we’re all out of the circle, let’s process together what we all just experienced.



Do: Ask the group the following questions and process each round of the “step into the circle” activity. Give participants space to talk through any emotions or reactions they may have.

- What did you see?
- What stood out to you about this activity?
- Was there something that surprised you?
- Did you notice a difference as to who stepped into the circle for certain questions?

TIP: If you noticed one question in particular that had a significant split, bring it up as a discussion point.

- How did that make you feel?



Do: After folks have finished processing, ask participants to go back to their seats and prepare to close out this section of the workshop by identifying the activity’s takeaway.

TAKEAWAY:

As we can see, we each have privilege and are targeted by systems of oppression in different ways. It doesn’t make you a bad person, it just means that you experience the world in a different way than others who don’t have that particular advantage you do. When it comes to interactions with ICE or police, your citizenship and/or race may give you more privileges over undocumented folks and people of color. It is important for us to identify the different levels of privilege we all hold in order to proactively use it to support our neighbors. Keeping this in mind will be beneficial in the following section.

Activity 4: Know Your Rights - 20 Minutes



Do: Pass the “Know Your Rights” handout (p57-58) to each participant and read the document together before you watch the videos.

Pull up your videos to watch the first two minutes of each (in each video someone is detained but the person who was detained in video 1 was eventually released from detention.)

Video 1: ICE enters home without warrant: <http://bit.ly/juntoscrz1>

Video 2: Community kicks ICE out : <http://bit.ly/juntoscrz2>

After each video, process with the participants what they just witnessed.



Do: Ask participants what they noticed about each video. Use the “Know Your Rights” handout as a reference point.

Questions for after each video:

- What happened in the video? What did you see?
- Could the people in the video have done something different to avoid ICE contact? Refer to your handout if you need. (Try and get people to realize that in video 1 they admitted to opening the door, which could have avoided the situation in the first place.)
- How did the people recording the videos use their privilege?
- Had no one been there to question or interrupt ICE, what might have happened?



Remember: Your goal in this section is to get participants to see in action what to do and not do while documenting a raid or police stop.

Example: In video 1, the person documenting the video gives too much information out to ICE about the person being detained.

Activity 5: Closing - 5 Minutes



Say: Martin Luther King said “In the end we will remember not the words of our enemies, but the silence of our friends.” People of color have struggled with violence and criminalization since the founding of this country so while it might seem out of the ordinary for some, these issues are common in communities of color. Speaking out and using your privilege when you see injustice is an important step in being an ally. Please ensure that you use your’s when our people need it most.



Photo Credit: Media Mobilizing Project

5. Ally Training 2: How To Talk to People at the Doors.

Objective:

To train participants to have conversations while door knocking out in their communities training people on their rights and signing people up as “resisters” for a Community Resistance Zone. To train participants how to develop their messaging and delivery for different scenarios they may encounter.

Run Time:

1 hour

Number of Participants:

10 - 30

Materials:

- Copies of Tips for CRZ Door Knockers
- Copies of Door-Knocking Role Plays
- CRZ bundles for each door knockers
- Clipboards
- Tape
- Paper
- Markers
- Pens

Background:

This workshop prepares participants to go door to door with the information they learn in Ally Training 1: Knowing Our Rights and Privilege. This training is the foundation for creating a relationship among neighbors and helps give a face to the campaign.

Agenda:

Hook/Enroll	15 - 20 Min
Packet Review	5 - 10 Min
Practice	5 - 10 Min
Closing	5 Min

Notes:

- Participants of this workshop must have completed “Ally Workshop 1: Knowing Our Rights and Privilege.”
- This workshop is intended to be run on the same day people go out to door knock. No participants should go out door knocking without completing this workshop.

Facilitator Prep:

- Set up space at least 1 hour before participants arrive, ensure room is set up in a circle.
- Make enough door-knocking packets for all participants
- Prepare all materials
- Write up the following “Tips for Effective Door Knocking” on newsprint big enough for everyone in the room to see but cover it up so you can reveal it when prompted in the workshop:

Tips for Door Knocking:

- Quality over Quantity:
- Look For Signs To Inform Your Approach
- Ask Open Ended Questions / Don't ask “Yes or No” Questions
- Smile/Be Friendly
- Have Open Body Language
- Prepare Your Materials Beforehand
- If You Encounter Opposition, Just Walk Away
- Don't leave materials in mailboxes/mail slots

Activity 1: IHook/Enroll - 15-20 Minutes



Say: Today we will be learning one of the most important parts of our Community Resistance Zones; How to Door-Knock. It can be a bit scary to have to knock on a stranger's door but with the right tools and preparation, anybody can do it. The goal of door knocking during the Community Resistance Zones is to take the information that we've all been learning together and pass it on to community members. We will also be gathering information from people, so we'll learn how to document that as well.



Do: At this point write the words "Tips for Door Knocking" in big letters up on a piece of newsprint and place it somewhere visible in the room.



Say: Does anybody in the room have any experience with door knocking or canvassing?



Do: If there are people with experience in the room, ask them to share some tips or best practices that they've heard of or done themselves. Write up their responses on the "Tips for Door Knocking" newsprint you just placed in the room.



This brainstorming session should last no more than 5-10 minutes.

If there is no experience in the room, ask the larger group to brainstorm some tips that they believe might be helpful in door knocking. As participants say their ideas, write them up on the newsprint.

Write up what people say, even if what they say goes against some of the tips that you had written out in your facilitator prep. Challenge any tips that may be dangerous or contrary to the goals of the canvass.

If participants are having a hard time in coming up with tips or words, throw out some ideas that can help generate participation from others.

Some examples are:

- *Be friendly/smile*
- *Know what you're going to say beforehand*
- *Have all your materials ready before knocking on a door*



Say: Awesome this is all great! I actually have some tips for door knocking written up. Lets see if what we collectively came up with matches up.



Do: Show participants the "Tips for Door Knocking" newsprint that you had prepared during your facilitator prep.

Go through the list of tips that people collectively came up with and identify which tips match with what you had prepped and which don't.



Treat this as another collective process, instead of identifying if some tips match up, ask the participants to identify them.

If you run into suggestions that don't match, have a brief discussion as to why it doesn't match what some of the tips you had prepared beforehand.

Ex: "Knock on as many doors as possible" Does not match the tips for door knocking within the Community Resistance Zones because our goal is to have quality conversations with our neighbors.

Once folks understand why the suggestions in question is not a good tip for door knocking, cross it out.



Say: If we are going to learn how to be effective door knockers, it is important for us to know what that to do and what not to do.



Do: Hand out copies of “Tips for Door Knocking” handout

TAKEAWAY:

Remember, contrary to other door knocking campaigns, the Community Resistance Zones are about building connections with others in our community. It's much more important to have a quality conversation with a few neighbors than to rush through and not make a real connection with anybody. In order to do this, we need to be prepared on what to say, how to say it and **be flexible** enough to change the delivery to fit whoever is at the door.

Activity 2: Packet Review - 5-10 Minutes



Say: Now that we have some tips on how to door knock, let's review the materials you will be handing out. Please refer to the Hand Out 1



Do: Hand out door knocking materials to each person. You will now review what is inside the packet and on the canvassing clipboard



Say: In your door knocking bundles you will find several packets for each person who signs up to be a resister, a sign up sheet for people who sign up to be a resister and a sheet to document what happened at the doors you knocked, also known as a tracker. Let's go over the packets for resisters first. This will be what people get if they agree to sign up and be a resister.

“Know Your Rights Card”- (p60) This two sided card is for people to keep on them. One side is in Spanish and tells people their rights and the other side is in English, telling whoever stopped them that they are exerting their rights in the stop. So even if they don't speak English they can communicate their rights to the agent or officer who stopped them.

Know Your Rights Poster: (p61-62) This poster should have an image in the front and detailed know your rights information on the back. People should put this in their window so it's seen from the street and so people know this is a house that supports our vision and the tips for what to do if ICE knocks on the door are visible by the front door.

Know Your Rights Hand-outs: (57-58) This is a two sided information sheet loaded with all the Know Your Rights information you need to know on ICE/Police stops and documenting a raid or stop.

CRZ Tracker - FOR YOU!: (p59) The “Tracker” is how we track interactions at the doors. You want to start out by filling out your name and approximate turf area at the top of the sheet, so we can see who went to which area. Each address you go to can be written down on the left side column titled “Address /Dirección.” Please make sure to include information about each house with the following categories for types of experience you might have

- NH = Not home
- RF = Refused
- LG = Language barrier
- CRZ = Signs up to become a resister, took a poster or information

Resistor Sign-up Sheet: (p63) When you successfully get someone to sign up to be a resister, they will sign up on this sheet. The sheet collects their name, email and phone number so you can stay in touch as you build resistance.

Activity 3: Practice & Role Plays - 5-10 Minutes



Say: Now that we know what the materials are that you will have on your canvass, we're going to take some time to practice how to talk to different kinds of people.



Do: Have participants count off by 3s. After each set of 3 is counted, inform them that they are the group they will be breaking up into. Do this until every participant is in a small group of 3. If there are people left over, you can have some groups of 4 people.



Say: You have 15 minute in your group to practice how to go through your script and learn to respond to each scenario. Each group will run through 3 scenarios and provide each other feedback.



Do: Hand out "Scenario" packets to each small groups



Say: In your groups roleplay someone knocking on the door, with one person answering the door and one person silently observing the interaction. Read each scenario and think about how to reframe or condense the message you want to get across. Be sure to provide each other with feedback and use the Door Knocking Tips as reference. The interactions gets easier the more you practice. Aim to roleplay for 2 minutes and give feedback for 3 minutes.

Activity 4: Closing - 5 Minutes



Say: Before heading out we want to remind everyone to stay safe and not engage in a space where you feel uncomfortable. Your safety is our priority. We believe that canvassing is about quality and not quantity.



Do: Ask participants to start lining up and prepare themselves to go out to door knock. See implementation guide on best practices for how to assign turf to participants.

Door-Knocking Role Plays

Directions: Read the scenario and think about how to reframe or condense the message you want to get across. You'll start by having one partner play the lead role [Person A], one partner act as door knocker [Person B] and one silent observer.

This activity will be **15 minutes** in length. During this time do the following:

2 minutes to roleplay one of the scenarios

3 minutes to provide feedback

- What worked and what didn't?
- What could Person B have done better?
- Did they follow some of the CRZ Door Knocking Tips?

Switch to the next scenario and switch roles within your small group.

Repeat until all scenarios have been roleplayed and everyone has had a chance to play each of the roles.

Scenario 1:

Interacting with Someone As They Leave Their Home

Person A: You're getting ready to leave for work in the morning when you hear a knock at the door. You are already late but decide to open it anyway. You notice that this person has a clipboard and they start to explain why they are door knocking today.

Person B: Lucy is preparing to leave for work around 2:00pm when she hears a knock at the door. She is already running late but decides to see who it is. The person at the door is a CRZ canvasser. The door knocker notices Lucy with her bag and bike in hand. What do you do?



Door-Knocking Role Plays

Directions: Read the scenario and think about how to reframe or condense the message you want to get across. You'll start by having one partner play the lead role [Person A], one partner act as door knocker [Person B] and one silent observer.

This activity will be **15 minutes** in length. During this time do the following:

2 minutes to roleplay one of the scenarios

3 minutes to provide feedback

- What worked and what didn't?
- What could Person B have done better?
- Did they follow some of the CRZ Door Knocking Tips?

Switch to the next scenario and switch roles within your small group.

Repeat until all scenarios have been roleplayed and everyone has had a chance to play each of the roles.

Scenario 2:

Non english speaker

Person A: You are sitting at home resting on your day off when you hear a knock on the door. You answer to see two people at the door. You open the door but you realize that there is a language barrier and aren't able to communicate as much as you would like. You are interested in hearing what they have to say but aren't sure of how to get more information.

Person B: Carmen is a community member who is not fluent in English. After knocking on her door, you start your interaction by introducing yourself as normal. You quickly realize that there might be a language barrier. You try your best to communicate across some of the information that you have that you think she might be interested in. How would you give her some of the information from your packet and document this interaction in your turf tracker?



Door-Knocking Role Plays

Directions: Read the scenario and think about how to reframe or condense the message you want to get across. You'll start by having one partner play the lead role [Person A], one partner act as door knocker [Person B] and one silent observer.

This activity will be **15 minutes** in length. During this time do the following:

2 minutes to roleplay one of the scenarios

3 minutes to provide feedback

- What worked and what didn't?
- What could Person B have done better?
- Did they follow some of the CRZ Door Knocking Tips?

Switch to the next scenario and switch roles within your small group.

Repeat until all scenarios have been roleplayed and everyone has had a chance to play each of the roles.

Scenario 3:

Someone who is interested.

Person A: You are having a relaxing day at home when someone knocks on your door. You weren't expecting anybody but decide to open the door anyway. You notice that this person has a clipboard and an envelope full of materials. You're interested in what they might say so you let them talk after introducing yourself. As they explain why they knocked on your door, you realize that this is something you want to be a part of and want to learn more on how to get involved.

Person B: You knock on this person's door and after introducing yourself you go into explaining that you are part of the Community Resistance Zone campaign. As you explain and have a dialogue with them, you notice that they seem to be interested in what you are saying. By the end of the interaction they ask you that they want to learn more and want to get more involved. What do you do?



Resistance Tips

Tips for CRZ Door-Knocking

Use the following tips to ensure that your door knocking experience runs as smooth as possible! Remember, these are just tips. Your safety comes before anything so make sure to do what feels safe for you.

DOOR KNOCKING TIPS!	WHAT DOES IT MEAN?
<p>Quality over Quantity</p>	<p>The CRZs are more about the quality of conversations had rather than number of doors knocked. If the interaction you have is productive, don't cut it short to knock on the next door.</p> <p>Look For Signs To Inform Your Approach</p>
<p>Look For Signs To Inform Your Approach</p>	<p>The signs someone places outside of their home say a lot about who lives in them. Look out for signs that may inform you if the people inside will have a positive or negative reaction to you.</p> <p>(Ex: Make America Great, Blue Lives Matter, Human Rights Campaign, Sanctuary4All, Resist, Etc.)</p>
<p>Smile/Be Friendly</p>	<p>A smile and a friendly disposition can go a long way. Make sure to be friendly and smile while door knocking. Even if the person you are interacting with isn't very friendly.</p>
<p>Have Open Body Language</p>	<p>The way you present yourself says a lot. Try not to cross your arms or look down at your feet. Be open and welcoming in your disposition.</p>
<p>Prepare Your Materials Beforehand</p>	<p>Before knocking on a door, make sure you have everything you need to hand out and fill out handy. Nothing is worse than fumbling through your materials in the middle of a conversation.</p>
<p>If You Encounter Opposition, Just Walk Away</p>	<p>You may run into individuals who do not support the message we are distributing. In these instances remember that you will probably not change somebody's stance on police or ICE in a 2 minute convo. Just say "thank you for your time" and walk away.</p>
<p>Leaving Behind Materials</p>	<p>Only leave materials behind if there is a person to hand them too. While you may be tempted to leave your literature or the posters in someone's mailbox, DON'T!</p> <p>It is against the law to leave behind materials in people's mailboxes.</p>



MATERIALS



Resistance Tips

YOUR RIGHTS WITH ICE OR THE POLICE

Knowledge is the best way we can keep ourselves and our loved ones safe. Remember that no matter what your immigration status is, you have rights that neither police or ICE should violate. Remember these following tips if you are ever detained or arrested by either agency.

1. Stay calm. This can be one of the hardest things to do but it's also one of the most important. Do not run, this can make you seem "guilty" in the eyes of law enforcement.

2. If police or ICE come to your home, Do not open the door!

Both agencies need a warrant to be able to enter your home. To be valid a warrant needs:

- A signature from a Judge
- The full name of the person they are looking for
- The correct address of the home

Never open the door. Ask the officers to slip the warrant under the door or through the window

3. A photo of a person is not a search warrant. If they show you only a photo you do not have to open the door.

4. Remain silent. Anything you say can be used against you by ICE or the police. If need be, use one of the "Know Your Rights" cards to exercise this right.

5. Do not give information or sign any paper without first consulting with an attorney.

6. Don't carry identification from another country. This is very important because ICE can use any form of foreign identification against you.

The police may ask you to identify yourself but in Pennsylvania, you legally only have to say your name to the police.

7. You have the right to refuse to be searched. However, if ICE or the police have "probable cause" they can search you anyway. At this moment, do not try to stop them. Keep calm.

8. Document it. See the other side of this sheet for more information on how to document a raid or police stop.



Resistance Tips

HOW TO DOCUMENT AN ICE RAID OR POLICE STOP

Our first defense is to know our rights with ICE and the police. The second is being able to document cases of abuse done by them. Use the following tips to learn how to document an ICE raid or police stop.



1. You have the right to take photos/videos of ICE and the police. Agents will try to say that you can not do this, but it is your right to record them under the first amendment.

The important thing is to do it from a safe distance. Do not get too close!

2. Use social media. If you record a video, upload it to Facebook Live so that more people can see what is happening in real time.

Get in touch with your local immigrant rights organization immediately.

3. Law enforcement can not confiscate your phone without a court order. They can not erase or destroy your photos or videos.

4. When documenting, make sure to take down this info:

- Where did the raid/stop happen
- How many agents were present
- What were the agents wearing
- The date and time of the incident
- What type of car did they use
- Did they identify themselves as "ICE" or as "Police"



Community Resistance Zones / Las Zonas De Resistencia Comunitaria

Date & Shift / Fecha & Turno: _____ Turf / Area#: _____

Name / Nombre(s): _____

NH = Not home / no en casa RF = Refused / Negado LG = Language barrier / barrera del idioma

CRZ = KYR training provided / Capacitación de derechos proveído

	Address / Dirección	NH	RF	LG	CRZ	Notes / Notas
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12.						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						



Example of a Know Your Rights Card for you to customize:

(Side 1: Instructions in Spanish. Side 2: Declaration of rights to hand to law enforcement.)

Conozca Sus Derechos

Si inmigración o la policía lo detiene, pase la tarjeta al agente y guarde silencio. Esta tarjeta explica que quiere ejercer su derecho a no contestar preguntas sin consultar a un abogado.



(215)218-9079

www.vamosjuntos.org

Please be informed that I am choosing to exercise my right to remain silent and the right to refuse to answer your questions. If I am detained, I request to contact an attorney immediately. I am also exercising my right to refuse to sign anything until I consult with my attorney.

Thank you.

THIS HOME RESISTS



#RESISTANCEZONE

WWW.VAMOSJUNTOS.ORG

(215) 218-9079

@MONEQUILTA

LAS ZONAS DE RESISTENCIA COMUNITARIA SON SECCIONES DE NUESTRA CIUDAD QUE SE HAN COMPROMETIDO A FORMAR PARTE DE LA RESISTENCIA CONTRA EL ODIO Y LA CRIMINALIZACIÓN.

¡GRACIAS POR ESTAR CON NOSOTROS!

SUS DERECHOS SI LA MIGRA O LA POLICÍA ACUDEN A SU PUERTA:

1. **¡¡NO ABRAS LA PUERTA!!!**
2. **NO PERMITA QUE LA MIGRA O LA POLICÍA INGRESEN A SU HOGAR SIN UNA ORDEN DE CATEO FIRMADA POR UN JUEZ CON SU DIRECCIÓN. PIDA VER LA POR DEBAJO DE LA PUERTA O POR LA VENTANA.**
3. **RECUERDE, USTED TIENE EL DERECHO A PERMANECER EN SILENCIO. NO TIENE QUE RESPONDER NINGUNA PREGUNTA SIN UN ABOGADO.**
4. **¡NO FIRME NADA SIN HABLAR CON UN ABOGADO!**

¡CÓMO APOYAR A SU VECINO!

1. **SI VE UNA REDADA DE LA MIGRA, UNA PARADA POLICIAL O UN DELITO DE ODIO TIENE EL DERECHO A DOCUMENTARLO BAJO LA PRIMERA ENMIENDA. ¡PRECAUCIÓN! ¡MANTENGA UNA DISTANCIA SEGURA!**
2. **PUEDE DOCUMENTAR A TRAVÉS DE UNA FOTO O VIDEO Y PUEDE USAR LAS REDES SOCIALES COMO FACEBOOK LIVE! PARA COMPARTIR CON SUS CONTACTOS. LE RECOMENDAMOS QUE ETIQUETE A JUNTOS O QUE COMPARTA EL VIDEO CON NOSOTROS LO MÁS PRONTO POSIBLE.**
3. **LA POLICÍA O LA MIGRA NO TIENEN EL DERECHO DE CONFISCAR SU TELÉFONO SIN UNA ORDEN DE CATEO Y NO PUEDEN BORRAR SUS FOTOS O VÍDEOS.**
4. **INTENTE Y TOME NOTA DE LA SIGUIENTE INFORMACIÓN**
 - A. **¿DONDE OCURRIÓ EL INCIDENTE?**
 - B. **LA FECHA Y HORA**
 - C. **¿CUANTOS AGENTES ERAN Y QUE UNIFORME TENÍAN?**

THE COMMUNITY RESISTANCE ZONES ARE SECTIONS OF OUR CITY THAT HAVE COMMITTED TO BECOMING A PART OF THE RESISTANCE AGAINST HATE AND CRIMINALIZATION.

THANK YOU FOR JOINING US!

YOUR RIGHTS IF ICE OR POLICE COME TO YOUR DOOR:

1. **DO NOT OPEN THE DOOR!!!**
2. **DO NOT ALLOW ICE OR POLICE TO ENTER YOUR HOME WITHOUT A WARRANT SIGNED BY A JUDGE WITH YOUR ADDRESS ON IT. ASK TO SEE THE WARRANT EITHER THROUGH THE DOOR OR WINDOW.**
3. **REMEMBER, YOU HAVE A RIGHT TO REMAIN SILENT. YOU DO NOT HAVE TO ANSWER ANY QUESTIONS WITHOUT A LAWYER.**
4. **DO NOT SIGN ANYTHING WITHOUT TALKING TO AN ATTORNEY**

HOW TO SUPPORT YOUR NEIGHBOR!

1. **IF YOU SEE AN ICE RAID, POLICE STOP OR HATE CRIME YOU HAVE THE RIGHT TO DOCUMENT UNDER THE FIRST AMENDMENT. CAUTION! STAY AT A SAFE DISTANCE**
2. **YOU CAN DOCUMENT THROUGH PHOTO OR VIDEO AND CAN USE SOCIAL MEDIA LIKE FACEBOOK LIVE! TO SHARE WITH YOUR NETWORK. WE ENCOURAGE YOU TO TAG JUNTOS OR TO SHARE WITH US WHAT YOU HAVE.**
3. **POLICE OR ICE DO NOT HAVE THE RIGHT TO CONFISCATE YOUR PHONE WITHOUT A WARRANT AND CANNOT ERASE YOUR PHOTOS OR VIDEOS.**
4. **TRY AND TAKE NOTE OF THE FOLLOWING INFORMATION**
 - A. **WHERE DID THE INCIDENT OCCUR?**
 - B. **TIME AND DATE**
 - C. **HOW MANY AGENTS AND WHAT WERE THEY WEARING?**

215.218.9079
 INFO@VAMOSJUNTOS.ORG
 600 WASHINGTON AVE, UNIT 18UA
 PHILADELPHIA, PA 19147



South Philly Community Resistance Zone La Zona De Resistencia Comunitaria de Sur Filadelfia

I pledge to join in a local Community Resistance Zone by supporting any neighbor who is subject to racial profiling, police or ICE raids, hate crimes and any other forms of criminalization in this community.

Me comprometo a unirme en una zona de resistencia comunitaria local por apoyar a cualquier vecino que está sujeto a discriminación racial, a manos de la policía o de la migra, crímenes de odio y cualquier otra forma de criminalización en esta comunidad

Name / Nombre	Address / Direccion	Phone # / Numero de Telefono	Email / Correo Electronico
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By signing this form, you agree to receive communications from Juntos, Unite Here and Reclaim Philadelphia by way of email, SMS or phone call. You have the right to unsubscribe from either listserv at any time.
Al firmar este formulario, usted acepta recibir comunicaciones de Juntos, Unite Here y Reclaim Philadelphia por SMS, teléfono o correo electrónico. Tiene derecho a darse de baja de cualquiera listserv en cualquier momento.



Collected by: _____

