

COMMUNITY, CONCIIOUSNESS AND ACTION

Dr. Fatima Hafiz

Background/Introduction

More than any other event in the past hundred years, the way in which Hurricane Katrina was mishandled on the policy level, media level and community level shows the ideological and structural consequences of racism and poverty in America. What happened in the aftermath of Hurricane Katrina in New Orleans occurred on a grand scale in the public view. However these same realities happen on a daily basis in other racialized and poverty-stricken communities in America.

If people are our greatest resource as Robert McNulty suggest, then how we engage people about the oppressive conditions manifested through racism and classism becomes an important undertaking as a conscious-raising initiative. It is a human undertaking that must be concerned about future generations, specifically the youth of today. As individuals and as members of organizations, agencies and institutions, we can serve youth in ways that perpetuate oppressive conditions or we can liberate the voice of young people to engage in a democratic process for addressing the conditions that racism and poverty enable.

The five modules presented in this curriculum are designed to inform participants about specific issues, encourage dialogue, and engage them in a process to work more effectively with each other or their communities. Effective use of the modules would include critical engagement with the film *Trouble the Water* as a means to critique the conditions that led to the aftermath of Hurricane Katrina and to effect action within the communities in which the participants belong.

The five modules for this curriculum theme are designed to focus attention on five topics: Representation, Racism, Resilience, Reconstruction, and Reinvestment (see discussion sheet). Each module will focus on a specific issue addressed in the film which is tied to the five topics. Film clips which potentially address the following issue have been selected to become stimulus for questioning and dialogue on record high incarceration, structural racism, poverty, failing public schools, and government accountability.

Goal: The principal goal is to engage human service agencies staff, youth development professionals, high school students, community groups and other community-based organizations in dialogue, action and reflection about these topics and their impact on young people.

Learning Objectives:

- Participants will acquire a basic understanding and be able to articulate the political nature of each of the five topics;
- Participants will develop critical thinking skills to examine and evaluate issues the communities and where they live and work;
- Participants will be able to define the concepts (i.e., representation, racism, resilience, reconstruction and reinvestment) and draw parallels of issues in the film to their local community.

Outcomes:

- Participants will gain an appreciation for shared dialogue and knowledge construction;
- Participants will have an enhanced self efficacy and group interaction skills;
- Participants will be challenged to engage in further conversation and action on the issues within their communities and the youth they serve.

Forum Topics and Issues:

The order of these modules is designed to accomplish three things. 1) Topics one and two will engage participants in a dialogue about the ways in which representation and racism impact perceptions and life quality; 2) Topic three engages participants in acknowledging the capacity for resilience in the face of poverty and racism; and, 3) Topics four and five focus attention on possibilities for organizing and educating the participants towards action.

Topic One:	Representation: Record High Incarceration
Topic Two:	Racism: Structural Racism
Topic Three:	Resilience: Poverty
Topic Four:	Reconstruction: Failing Public Schools
Topic Five:	Reinvestment: Government Accountability

Introduction to the Facilitator

Facilitator: Individual(s) who can guide the group towards the goals and objectives of the forum.

Dr. Fatima Hafiz is an educator and activist working in teacher preparation for urban schools, whose main interest is in issues of race, fear and social injustice pedagogies. She served as an adjunct instructor for new teachers from 2001-2006 at Temple University. Dr. Hafiz received her BA from Seton Hall University in Political Science and African American Studies. She completed both her Master's in Urban Education and Ph.D. in Education at Temple University. Dr. Hafiz's research interests focus on emotions in urban education spaces where race, gender, ethnicity and class intersect.

Your role as facilitator is to create a safe and inviting space for participants to process these modules. In essence you, are creating a dialogic and liberating space for each participant to address their fears, find their voice, and create meaningful exchange through public dialogue as a consciousness raising-practice. This role is different from the role of teacher. The facilitator's role is to stimulate conversation, to speak less and listen more deeply for opportunities to help participants make connections with each other's point of view. Some required preparation steps are as follows:

1. View the film *Trouble the Water* in its entirety
2. Read about the topic discussion (resource sheets included with the module)
3. Develop an issue fact sheet relevant to your community

Please familiarize yourself with the topic (see resource list). To engage participants in this discussion, many different strategies can be used to help them define what is meant by representation. This could include a number of experiential activities to help the participants connect the construct (representation) with their own personal lives and the youth they serve. This is done in order to provide a space for making connections to the larger conversation about representation and what it means from a cultural and political lens.

Questions are not posed with the film clips because the objective is for the participants to interpret the selected film clips within the frame of the topic. They are the generators of the questions.

Setting Agreements and Expectations

The first order of engagement is introductions – even if the participants know one another. Introductions serve as an opportunity to bridge agreements and values that the participants share. Introductions provide a gateway to deeper sharing and listening to what the other person wants to share about who they are. All introductions should include name, reason for participating in the forum and what they expect to get from the program.

The second order of engaging in dialogue is the agreements established between the participants. The facilitator can start the agreement by asking participants to speak to each other and not the facilitator. The facilitator then engages the participants in coming to agree about how they would like the interactions to proceed during their time together (*i.e., Don't interrupt people? Don't attack them for their opinion? Pay attention to people when they speak? etc.*) *{If groups are 12 people or more for individual introductions this should be done in small group activities. All group activities should be arranged in a circle or semi circle when at all possible.}*

Resources: Open space with movable chairs and wall space to accommodate anticipated number of participants, flip chart paper and markers, index cards, DVD player, TV monitor, (optional - computer and internet access)

FORUM 1 Representation/Record High Incarceration

*“The worst person in the world is sometimes the best person in the world” (Kimberly Roberts, interviewed about *Trouble the Water* in Esquire Magazine, 2009)*

“During Katrina, my enemies helped me out. I never thought I’d see that day that somebody that don’t like me, and I don’t like that person would come together, you know, and do something positive ... but the storm brought us together.”

-Scott Roberts, from *Trouble the Water*

The issue associated with the topic on representation is record high incarceration and how young people, specifically young black males, are perceived as social deviants and criminals as they face racism and economic deprivation in the face of tragedy. How young people see themselves and the manner in which the larger society perceives them have implications for how they are represented in policy initiatives, the media, and in the community. Please provide a fact sheet on local Incarceration rates of black youth.

Time: 2 Hours (*Time will have to be adjusted based on space and number of group participants*)

Methods: Large and small group discussion and experiential activities

Process: 30 minutes (whole group activity)



Film Clip (1) – (0 – 2:11) (chapter 1) Present opening of film for context...

Film Clip (2) – (42:40 – 45:01) (chapter 6) A poignant view of destitute people overflowing from the convention center in New Orleans, sitting, broken and waiting...song accompanying this clip is Hurricane Waters by Citizen Cope Facilitator opens dialogue with an open ended question, E.g. “What issues, ideas, and or emotions does this film clip rouse in you?”

Activity 1 – Whole Group

Exercise on self presentation and social representation Place participants in smalls groups of from 3 to 5 and ask them to share stories with each other about an incident in which their appearance, how they talked or who they associated with was interpreted by someone in authority (*i.e., parent, teacher, police, employer, etc.*) in a problematic manner.

The large group now becomes the audience for an enactment of one or two of the incidents shared by the storytellers. The audience will reflect on and share what they think and feel about the incident based on the theme of social representation.

The Enactment

The storytellers will perform the selected story without words – they will use their bodies to tell the story and express the incident through the placement of their bodies (sculpting) themselves in relationship to one another. Each time they sculpt or position themselves they will shout out one word germane to the story and will hold the position for 30 seconds. They will reposition themselves for a maximum of three times. The first time they will shout out a word; the second time they will shout out a phrase; the third time they will each make a statement about the story.

Discussion (facilitator will write the audience response on flip chart paper)

The audience will call out some of the judgments they made about the enactment, how the storytellers presented themselves and what made the story seem real in the communities where they serve young people. The facilitator should engage participants in a discussion about the significance of their perceptions and the perceptions of the larger society, which will support a critical analysis of self and society.

A 15 minute break would be appropriate here

Representation, and Youth Incarceration (*one or more clips can be chosen from these*)



Film Clip (2) – (42:23 – 42:31) (Chapter 6) – police presence at casino and young boy handcuffed sitting on the curb

Film Clip (2a) – (1:24:58 – 1:25:50) (Chapter 11) – police presence and authority on France Street after the return
Film Clip (2b) – (1:14:01 – 1: 15: 28) (Chapter 9) – Kim speaking about her and her brother’s life after their mom got sick

Film Clip (3) – (1:10:20 – 1:12:49) (Chapter 9) – Kim’s brother released for grandmother’s funeral and talking about the treatment of prisoners during the ordeal
Present Fact Sheet on local incarceration rate of young people (handout)

Activity 2 – Small Group

Process: 30 minutes (*index cards and pens for each small group*)

Break up into discussion groups of not more than 5 participants. Facilitator charges each group with the task of generating a set of questions related to the previous film clip or clips. Each group will produce a number of questions generated from clips (2 & 3) and the fact sheet, identify in what ways the issue might be relevant to their own community, organization’s work or issues about representation of youth. Select two burning questions to present to whole group about the issue of incarceration of large numbers of poor and black people.

Activity 3 – Large Group and Small Group

Process: 45 minutes (*flip chart paper and markers for each small group*)

Facilitator engages large group in sharing the questions, looking for similarities and differences in the questions that were generated. Paying attention to the different ways youth are represented in their community and then collectively identifying the most stimulating questions to pose ideas towards actions that can stimulate change.

(At least 1 question for each small group)

Facilitator instructs participants to change small group membership and to generate ideas that address selected questions. for possible organizing actions – after allotted time each group will reconvene in large group area

Each group will post generated ideas on wall for “gallery walk” *{When each groups’ ideas have been written on the flip chart paper, they will post the sheet on the walls in the room for other participants to view}*

Facilitator asks participants to share what they saw were great ideas that had possibility for developing action projects around.

Closing Activity



Film Clip (4) – (1:15:52 -1:19:28) (Chapter 10) –

Kimberly discovers her music and spontaneously performs Amazing, a song she wrote as a teenager about her life, for the camera.

Forum assessment based on previous agreements and expectations; request for volunteers to follow up with research and developing fact sheet on the ideas towards action; ask participants to engage the additional modules. Facilitator should share web-based resources to follow up on the forum experience; give a preview of the next forum; and provide a reading list for additional information.

FORUM 2 Racism/Structural Issues

I hated my life down there, you know? I really did. It was horrible. I wouldn't wish that on my worst enemy. I want to start my life all over. I want to see how it is to do it right from the beginning.

-Scott Roberts, from *Trouble the Water*

Introduction to Facilitator

Please familiarize yourself with the topic (see resource list). To engage participants in different strategies to help them understand racism in its many forms. It is important for the facilitators to understand race as a “social construct” that classifies people by phenotype, personal characteristics and qualities that may or may not be true of the individual or the group so identified. The objective of the module is to help the participants connect the construct (racism) with their own personal lives, the institutions they work in, and the communities they serve. This will provide a space for making connections to the larger conversation about racism and what it means from a cultural, political and economic perspective.

The issues associated with the topic on racism are structural, i.e. inherent in the organization. This stands out as a significant connection to how the institutional entities (transportation, schools, police, social service agencies, etc.) support the structures that perpetuate racism and poverty. How young people see themselves and their interactions with the structures have implications for how they perceive their place within those structures. Analyzing how structural racism is perpetuated through policy initiatives, by government agencies, human service institutions, the media, family systems and community practice provides awareness about the many ways that racism impacts the lives of young people.

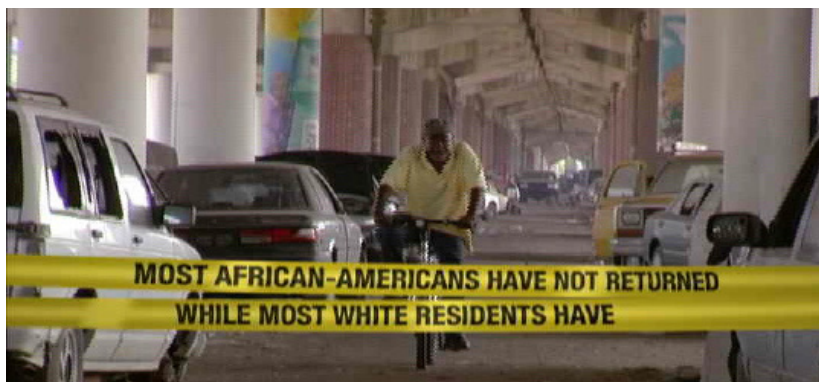


Image Courtesy of Elsewhere Films


Please identify and produce a fact sheet on issues of structural racist practices in the institutions that serve youth.

Time: 2 Hours (Time will have to be adjusted based on space and number of group participants)

Methods: Large and small group discussion and experiential activities

Process: 30 minutes (whole group activity)

Setting Agreements and Expectations (This is described above)

 **Film Clip (1) – (0 – 2:11)** Present opening of film for context...

Film Clip (2) – (42:40 – 45:01) A poignant view of destitute people overflowing from the convention center in New Orleans, sitting, broken and waiting... song accompanying this clip is Hurricane Waters by Citizen Cope

Facilitator opens dialogue with an open ended question, E.g. “What issues, ideas, and or emotions does this film clip rouse in you?”

Race, Structural Access and the Public Goods (Choose one or more clip(s))

 **Film Clip (3) – (3:42 – 5:59) (chapter 1)** Evacuation and no public transportation

Film Clip (3a) – (10:09 – 11:09) (Chapter 2) – Kimberly says: “I’m not leaving because I can’t afford it.”

Film Clip (3b) – (33:15 – 34:09) (Chapter 5) – Visual of the exodus

Film Clip (3c) – (41:53 – 45:00) (Chapter 6) – Kimberly, Scott and Larry drive through New Orleans where people remain desperate for a way out of the city.

Identify and present Fact Sheet on institutional

practices that support racism in schools, housing, courts, prisons, social service and human service agencies. These facts can be found in many of the disparity studies found in health, education and welfare statistics found on many government and academic websites.

Activity 1-Small Group

Process: 30 minutes (index cards and pens for each small group)

Break up into discussion groups of not more than 5 participants.

Facilitator charges each group with the task of generating a set of questions or comments related to the previous film clip or clips. Each group will produce a number of questions or comments generated from clips (3a-c) and the fact sheet, identify in what ways the issue might be relevant to their own community, organization’s work or issues about representation of youth – select two burning questions to present to whole group about the issue of racism in institutions and the impact on poor and African American people.

Process: 45 minutes (*flip chart paper and markers for each small group*)

Facilitator engages large group sharing of questions, paying particular attention to the different ways participants interpret structural racism and its affect on young people. The group is looking for similarities and differences in the questions that were gener-

ated from the small group activity. Facilitator assists the group in collectively identifying not more than five of the most stimulating questions to pose ideas towards actions that might **Activity 2 – Large and Small Group**

Process: 45 minutes (*flip chart paper and markers for each small group*)

Facilitator engages large group sharing of questions, paying particular attention to the different ways participants interpret structural racism and its affect on young people. The group is looking for similarities and differences in the questions that were generated from the small group activity. Facilitator assists the group in collectively identifying not more than five of the most stimulating questions to pose ideas towards actions that might stimulate change. (Group similar questions and use these to identify not more than five).

Facilitator instructs participants to regroup in different small groups to generate ideas that address selected question for possible organizing actions – reconfigure in large group area.

Each group will post generated ideas on wall for “gallery walk” *{When each groups’ ideas have been written on the flip chart paper, they will post the sheet on the walls in the room for other participants to view}*

Facilitator asks participants to share what they saw were great ideas that had possibility for developing action projects around.

CLOSING ACTIVITY



Film Clip (4) – (1:15:52 -1:19:28) (Chapter 10) – Kimberly discovers her music and spontaneously performs Amazing, a song she wrote as a teenager about her life, for the camera.

Forum assessment based on previous agreements and expectations; request for volunteers to follow up with research and developing fact sheet on the ideas towards action; ask participants to engage the additional modules. Facilitator should share web-based resources to follow up on the forum experience; give a preview of the next forum; and provide a reading list for additional information.

FORUM 3 Resilience: Poverty

They cannot say that they did not have the means. Our government is supposed to be one of the greatest but it's proven to me that, hey, if you don't have money and you don't have status, you don't have a government.

–Kim Hayes, Memphis, TN (from *Trouble the Water*)

Introduction to Facilitator

Many different strategies can be used to help participants define what is meant by “resilience”. Resilience is defined by Johnson & Wiechelt (2004) as a process of adaptation that “helps people sustain lives of health and hope, despite adversity” (p.659). Helping participants to understand the resilient capacities of individuals and communities in spite of oppression is important for a positive response to actions.

Activities should include a number of experiential activities to help the participants connect the construct (resilience) with their own personal lives and the youth they serve. This is done in order to provide a space for making connections to the larger conversation about resilience and what it means from a cultural, economic and political lens. Please familiarize yourself with the topic by reading psychological and sociological literature on resilience. (See resource list)

The issue associated with the topic on resilience is poverty, and how communities with high concentrations of African American and poor people survive the onslaught of disinvestment or neglect by the political and economic system. The impact of disinvestment and neglect on young people is astonishingly disproportionate and serves as notice to a bleak future. Its significance is also important in understanding how communities subsist as a human instinct beyond deprivation and in the face of tragedy. How young people are valued in the larger society has implications for how their needs are represented in policy initiatives, media focus and community support.

Please produce fact sheet on children, poverty and resilience



Image Courtesy of Elsewhere Films

in your local community. To produce a fact sheet on this topic the facilitator should identify what are some of the factors, individuals and or organizations that have exhibited resilience and that support health, hope and opportunity for resilience in depressed communities.

Time: 2 Hours (Time will have to be adjusted based on space and number of group participants)

Methods: Large and small group dialogue activities

Process: 30 minutes (whole group activity)

Setting Agreements and Expectations (This is described above)



Film Clip (1) – (0 – 1:12 (Chapter 1)) Present opening of film for context...



Film Clip (2) – (24:53 – 26:15) (Chapter 4)– Kim retrieving picture of her mother and looking for a better tomorrow

Facilitator opens dialogue with an open ended question, E.g. “What issues, ideas, and or emotions does this film clip rouse in you?”

Poverty, Culture and Resilience (one or more clips can be chosen from these)



Film Clip (2a) – (1:14:12 – 1: 15: 38 (Chapter 9)) –

Kim speaking about her and her brother’s life after their mom got sick



Film Clip (3) – (28:15 -28:34) (Chapter 4) – Seeking safety together, salvaging what they can



Film Clip (3a) – (1:00:24 – 1:02:22) (Chapter 8) –

Kim, Scott and Brian looking for new place to go



Film Clip (3b) – (58:09 – 59:15) (Chapter 8) - Scott talking about the relationship developed between he and

Brian



Film Clip (3c) – (47:56 –51:06) (Chapter 6) – the elders recognizing Kim for what she had done and Larry the hero being acknowledged

Present Fact Sheet on poverty and the plight of young people in your local community

Activity 1 –Small Group

Process: 30 minutes (index cards

and pens for each small group) Break up into discussion groups of not more than 5 participants.

Facilitator charges each group with the task of generating a set of questions related to the previous film clip or clips. Each group will produce a number of questions generated from clips (3a-e) and the fact sheet, identify in what ways the issue might be relevant to their own community, organization’s work or

issues about culture, resilience and poverty. Select two burning questions to present to whole group about these issues for large numbers of poor and African American youth.

Activity 2 – Large Group and Small Group

Process: 45 minutes (*flip chart paper and markers for each small group*)

Facilitator engages large group sharing of questions while paying particular attention to the different ways culture, poverty and resilience are interpreted by the participants. The group is looking for similarities and differences in the questions that were generated from the small group activity. Facilitator assists the group in collectively identifying not more than five of the most stimulating questions to pose ideas towards actions that s might create change. (Group similar questions and use these to identify not more than five).

Facilitator instructs participants to regroup in different small groups to generate ideas that address selected question for possible organizing actions. Each group will post generated ideas on wall for “gallery walk” *{When each groups’ ideas have been written on the flip chart paper, they will post the sheet on the walls in the room for other participants to view}*

Facilitator asks participants to share what they saw were great ideas that had possibility for developing action projects around.

CLOSING ACTIVITY



Film Clip (4) – (1:15:52 -1:19:28) (Chapter 10) –
Kimberly discovers her music and spontaneously performs Amazing, a song she wrote as a teenager about her life, for the camera.

Forum assessment based on previous agreements and expectations; request for volunteers to follow up with research and developing fact sheet on the ideas towards action; ask participants to engage the additional modules. Facilitator should share web-based resources to follow up on the forum experience; give a preview of the next forum; and provide a reading list for additional information.

FORUM 4 Reconstruction: Failing Public Schools

“Katrina is not over. We’re still being affected right now, by not educating us, robbing us out of the opportunity to be the next whoever. When we got to go see how other people was living it opened up our eyes. I mean they’re preparing them for the future. Here in New Orleans, it’s like they’re preparing us for prison.”
 -- Kimberly Roberts, from Trouble the Water

Introduction to the Facilitator

Please familiarize yourself with the topic. (See resource list) Many different strategies can be used to help participants define what is meant by Reconstruction. This could include a number of experiential activities to help the participants connect the construct (reconstruction) with their own personal lives and the youth they serve. This is done in order to provide a space for making connections to the larger conversation about American reconstruction and what it means from a racial, cultural, economic and political lens.

The issues associated with the topic on Reconstruction are failing public schools and how young people are prepared for the future. The manner in which young people are represented, the continued impact of structural racism and economic deprivation as they are prepared for the future looks bleak. How young people view the pursuit of education impacts their engagement in education systems that fail them. The way young people see their future and the manner in which the larger society sees their future have implications for how education reconstruction will fail or succeed at the policy level, institutional level and individual level.

Please construct a fact sheet on the health and quality of public schools in your local community.

Time: 2 Hours
(Time will have to be adjusted based on space and number of group participants)

Methods: Large and small group dialogue activities

Process: 30 minutes (whole group activity)
Setting Agreements and Expectations *(This is described above in facilitator section)*

Film Clip (1) – (0 – 1:12) (Chapter 1) Present opening of film for context

Film Clip (2) – (37:00 – 40:00) (Chapter 5) – The high school occupied by the military and the purposes it served for the survivors *(transcript for this scene)*

Facilitator opens dialogue with an open ended question, E.g. “What issues, ideas, and or emotions does this film clip rouse in you?”

Education, Restructuring, Relationship and Place *(one or more clips can be chosen from these)*

Film Clip (3) – (55:22 - 57:30) (Chapter 7) – Kimberly, Scott and Brian in FEMA office seeking the FEMA assistance they had yet to receive

Film Clip (3a) – (53:56-55:20) (Chapter 7) – Brian explaining why he wants to leave the state of Louisiana after his treatment during Katrina

Film Clip (3b) – (1:20:25 – 1:22:18) (Chapter 11) – Kim, Scott return to New Orleans – the value of place

Film Clip (3c) – (1:22:40 – 1:24:56) (Chapter 11) – Tourism interview regarding New Orleans comeback

Film Clip (3d) – (1:25:56 – 1:27:48) (Chapter 12) – Scott’s new beginning in New Orleans Present Fact Sheet on education quality and the plight of young people in your local community

Activity 1 – Small Group

Process: 30 minutes *(index cards and pens for each small group)*

Break up into discussion groups of not more than 5 participants. Facilitator charges each group with the task of generating a set of questions related to the previous film clip or clips. Each group will produce a number of questions generated from clips (3a-d) and the fact sheet, identify in what ways the issue might be relevant to their own community, organization’s work or issues about quality education and place for youth– select two burning questions to present to whole group about the issue of education quality in and poor and African American youth in your community.

Activity 2 – Large Group and Small Group

Process: 45 minutes *(flip chart paper and markers for each small group)*

Facilitator engages large group sharing of

questions, looking for similarities and differences in the questions that were generated. Paying attention to the different ways education and place affect youth in the communities they serve and then collectively identifying the most stimulating questions to pose ideas towards actions that can stimulate change. *(At least 1 question for each small group)* Facilitator instruct participants to regroup in different small groups to generate ideas that address

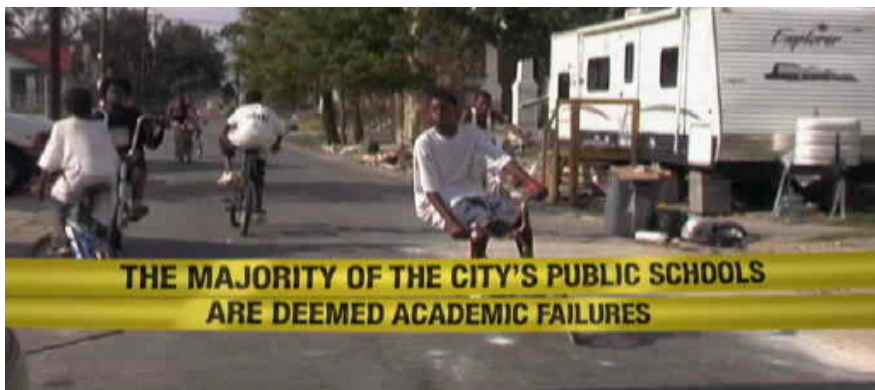


Image Courtesy of Elsewhere Films

selected question for possible organizing actions – regroup in large group area

Each group will post generated ideas on wall for “gallery walk”
{When each groups’ ideas have been written on the flip chart paper, they will post the sheet on the walls in the room for other participants to view}

Facilitator asks participants to share what they saw were great ideas that had possibility for developing action projects around.

CLOSING ACTIVITY



Film Clip (4) – (1:15:52 -1:19:28) (Chapter 10) –
Kimberly discovers her music and spontaneously performs Amazing, a song she wrote as a teenager about her life, for the camera.

Forum assessment based on previous agreements and expectations; request for volunteers to follow up with research and developing fact sheet on the ideas towards action; ask participants to engage the additional modules. Facilitator should share web-based resources to follow up on the forum experience; give a preview of the next forum; and provide a reading list for additional information.

FORUM 5 Reinvestment: Government Accountability

“The hood’s always going to be the last to be fixed”
 -Scott Roberts, from *Trouble the Water*

“As long as they fix their downtown, their French Quarter and all that. They’re straight. Lead the black folks or poor people off, let ‘em get back on their own.”
 -Kimberly Roberts, from *Trouble the Water*

Introduction to the Facilitator

Many different strategies can be used to help participants define what is meant by reinvestment. This could include a number of experiential activities to help the participants connect the construct (reinvestment) with their own personal lives and communities. This is done in order to provide a space for making connections to the larger conversation about reinvestment and what it means from an economic, political and cultural lens. Please familiarize yourself with the topic. (See resource list)

The issue associated with the topic on Reinvestment is Lack of Government Accountability. This stands out as a significant connection to communities like New Orleans, and specifically communities like the 9th Ward and how they are addressed in the face of tragedy. What this means for health care, education and the child welfare system have implications for quality of life for future generations. Please construct a fact sheet on Government Responsibility in your local community.

Time: 2 Hours (Time will have to be adjusted based on space and number of group participants)

Methods: Large and small group dialogue activities

Process: 30 minutes (whole group activity)

Setting Agreements and Expectations (This is described above)



Film Clip (1) – (0 – 2:11) (Chapter 1) Present opening of film for context...

Film Clip (2) – (19:31 – 20:00) (Chapter 3) – President Bush speaking at an RV Resort and Country Club in Arizona shortly after the levees failed: *I urge the citizens there in the region to continue to listen to the*

local authorities. Don’t abandon your shelters until you’re given clearance by the local authorities. Take precautions ‘cause this is a dangerous storm. When the storm passes the federal government has got assets and resources that we’ll be deploying to help you. In the meantime, American will pray.

Facilitator opens dialogue with an open ended question, E.g. “What issues, ideas, and or emotions does this film clip rouse in you?”

Government Response and Accountability (one or more clips can be chosen from these)



Film Clip (3) – (21:57 - 24:06) (Chapter 3) – Montage of 911 calls made by residents across the city pleading for help, and Larry taking matters into his own hands and heroically rescuing neighbors (see attached transcript)

Film Clip (3a) – (31:34-32 :03) (Chapter 5) – Brian speaking to the national guardsmen in a deserted New Orleans 2 weeks after the levees failed: *Y’all be encouraged, y’all stay up. I don’t know how to salute*

too good but, we thank y’all for being in the city of New Orleans, thank y’all for doing what y’all are doing, god bless y’all man. And I pray that y’all don’t have to go back to Iraq. It’s not our war... This is the war right here.

Film Clip (3b) – (34:19 – 39:39) (Chapter 5) – Military response to the people looking for shelter

Film Clip (3c) – (1:04:27 – 1:05:44) (Chapter 8) – Kimberly and family friend Kim Hayes sitting in truck talking about the government response and treatment of the poor and African American people during this tragedy.

Present Fact Sheet on government responsibility

Activity 1 –Small Group

Process: 30 minutes (index cards and pens for each small group)

Break up into discussion groups of not more than 5 participants. Facilitator charge each group with the task of generating a set of questions

related to the previous film clip or clips. Each group will produce a number of questions generated from clips (3a-c) and the fact sheet, identify in what ways the issue might be relevant to their own community, organization’s work or issues about government response to issues in the communities where you serve youth.



Image Courtesy of Elsewhere Films

in your community.

Activity 2 – Large Group and Small Group

Process: 45 minutes (*flip chart paper and markers for each small group*)

Facilitator engages large group sharing of questions, looking for similarities and differences in the questions that were generated. Paying attention to the different ways in which government response (good or bad) affected youth in the communities the participants serve and then collectively identifying the most stimulating questions to pose ideas towards actions that can stimulate change. (*At least 1 question for each small group*)

Facilitator instruct participants to regroup in different small groups to generate ideas that address selected question for possible organizing actions – regroup in large group area

Each group will post generated ideas on wall for “gallery walk” *{When each groups’ ideas have been written on the flip chart paper, they will post the sheet on the walls in the room for other participants to view}*

Facilitator asks participants to share what they saw were great ideas that had possibility for developing action projects around.

CLOSING ACTIVITY



Film Clip (4) – (1:15:52 -1:19:28) (Chapter 10) – Kimberly discovers her music and spontaneously performs Amazing, a song she wrote as a teenager about her life, for the camera.

Forum assessment based on previous agreements and expectations; request for volunteers to follow up with research and developing fact sheet on the ideas towards action; ask participants to engage the additional modules. Facilitator should share web-based resources to follow up on the forum experience; give a preview of the next forum; and provide a reading list for additional information.

REFERENCES AND RESOURCES

(Many of the references are found in book format, however, selected chapters or articles from the books would serve as rich information for becoming familiar with each topic)

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Civil Rights Organizations – www.Civilrights.org

National Institute of Corrections - www.nic.org/Library/016021

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Feagan, J. (2000). Racist America: Roots, Current Realities, & Future Reparations

STRUCTURAL RACISM

People's Institute for Survival and Beyond – Community Organizing and Undoing Racism Training www.pisb.org

Ohio State University KIRWAN INSTITUTE FOR THE STUDY OF RACE AND ETHNICITY provide significant studies and definition on structural racism – <http://kirwaninstitute.org>

Structural Racism and Hurricane Katrina published documents by the Center for Social Inclusion & Structural Racism a Suggested Reading List and websites for further information Center for Social Inclusion: A Project of the Tides Center, 50 Broad Street, Suite 1820, New York, NY 10004 – Phone: (212) 248-2785 / Fax: (212) 248-6409 - www.centerforsocialinclusion.org

RESILIENCE

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POVERTY

The Stanford Center for the Study of Poverty and Inequality - www.stanford.edu

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RECONSTRUCTION

Brunsmas, D., Overfelt, D. & Picou, S. (2007) Ed. The Sociology of Katrina: Perspectives on A Modern Catastrophe. Rowman & Littlefield, United States

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GOVERNMENT ACCOUNTABILITY

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