

Breakthrough Communities

Sustainability & Justice in Our Metropolitan Regions

All In Learning Action Guide

An accompaniment to *The Earth, the City, and the Hidden Narrative of Race*

The Learning Action Guide is an innovative, interactive curriculum that equips community groups, professionals, and youth leaders with the tools to create a climate resilient and just future and to become the next generation of ecojustice leaders. It acts upon the call for a new 21st-century narrative, as outlined by Carl Anthony's forthcoming publication, *The Earth, the City, and the Hidden Narrative of Race: New Foundations for the Great Work of our Time*. The Guide is a response to requests from community leaders across the country seeking grounded strategies for achieving victories in youth justice, equitable development, and adaptation to climate change.

Who Is It For?

Youth Educators: The purpose of the guide is to connect youth of color—particularly in communities susceptible to the school-to-prison pipeline—to the history of the earth and broader issues of climate justice. The curriculum will guide students in exploring their personal and ancestral narratives and use this as a lens for understanding that their story is inherently connected to issues of racial inequity and climate change. The curriculum is highly active and engages students through project-based and service learning work, interactive group work, and arts integration models, allowing them to produce their narratives and visions for the future in creative and meaningful ways. Culminating action steps will inspire participants to face their future as positive and resilient leaders for change in their communities and the larger world. This curriculum is designed to meet core curriculum objectives for English Language Arts and Science/Engineering; it also employs integrated learning strategies like *Teaching for Understanding* and the *8 Studio Habits of Mind*.

Community-Based Organizations: Community leaders will also be able to use modules from this guide in dialogue groups and workshops, to empower educators, elected officials, professionals, activists, and community members to develop climate justice action steps.

Working Professionals: The lessons in this curriculum are meant to be both deep and far-reaching; participants should be able not only to make connections between themselves and issues of climate change, but also to identify how we are *all* involved in the effort to create a better world. We therefore think it is important to collaborate on this project with people working in a variety of disciplines, including community educators, regional education board directors, school teachers, artists, activists, university professors, writers, nonprofit leaders, urban strategists, climate scientists, farmers, and policymakers.

Overview of Structure

The guide is based upon Marshall Ganz's structure for telling our public story, "Self, Us and Now."

- I. *The Story of Me* is the first section, which asks participants to explore their personal roots, including family history, race, and relationship to place.
- II. *The Story of We* connects participants to social and racial justice issues that affect their communities.
- III. *The Story of the World We Share* makes the bridge between participants' roots, social justice, and contemporary concerns about climate justice.
- IV. *The Story of Now* moves participants from vision to action, to become leaders for change.

Each section of the LAG will be further divided to follow the Compass for Building Community Power; this learning/action tool was developed by Breakthrough Communities and has been used to frame successful and sustainable movements. This structure builds on Dr. Doug McAdam's framework for creating social movements.

Modules are organized according to the following compass framework, which guides participants in strategic inquiry to understand a topic and their connection to it.

1. **Waking Up:** The first part of each module will ask participants to reflect upon what they are beginning to understand or want to know more about a topic.
2. **Saying No:** In this stage, participants will explore injustices surrounding that topic and what they want to speak out against.
3. **Getting Grounded:** Participants come to the classroom with a wealth of knowledge; lessons in this part of the module will allow them to explore, communicate, listen to, and pool their existing collective understanding of a topic. Additionally, structured lessons will allow participants to gain more background information about this topic.
4. **Exploring New Horizons:** Here is where participants will be challenged to think beyond what is already known, to invent original solutions using new skills and partnerships to achieve their ideal visions for the future.
5. **Saying Yes:** The modules will end with positive, empowering lessons that ask participants to choose an action or goal they'd like to work toward. This will mobilize participants to move their vision into action by using what they have learned to benefit themselves, their communities and the planet.

Content

Participants will be asked to explore topics around history, structural racism, climate science, and social justice, including:

- Our place in the universe story and our origins in Africa.
- The prison industrial complex and its effect upon vulnerable communities.
- Models for sustainable and equitable urban development.
- Our connection to water and the hydrologic cycle, and how to build just communities resilient to extreme weather events, drought, and rising tides.
- Food sovereignty through the development of sustainable community agriculture and equitable distribution of healthy foods.

This project has support from Akonadi Foundation, Resources Legacy Fund and The California Endowment.



To get involved or learn more, contact:
Carl Anthony & Paloma Pavel, Co-Founders, Breakthrough Communities
email: BreakthroughCommunities@gmail.com tel: 510-652-2425
5275 Miles Ave, Oakland, CA, 94618
www.BreakthroughCommunities.info
www.EarthHouseCenter.org